

Manchester High School Staff Handbook 2016-17



134 East Middle Turnpike, Manchester, CT 06040
860-647-3521

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Note: This handbook should be used in conjunction with the Student/Parent Handbook and the Manchester High School Course Catalog.

Updated 8/30/2016

Message from Administration

Congratulations! You are a member of the staff of one of the most innovative and transformative high schools in the country.

This handbook is intended to provide you with a quick resource that compiles important information in one location to quickly find answers to common questions, procedures, and protocols expected to be followed at MHS. In this digital age, information changes daily and you will be notified by email, the Internet, or your Google Drive as changes occur or new initiatives are implemented. Your department leader or administrator is always available to clarify any information you need to help you achieve your maximum potential as a member of the MHS learning community.

First, please explore the MHS website, at <http://mhsredline.com/>, which is updated daily. The Student/Parent and Staff Portals at our website contain useful real-time links to much of the information contained in this handbook. There are also a number of resources available on the [district website](#).

Also, this handbook should be used in conjunction with the resources listed below which are accessible on the Staff Portal of the MHS Redline. Often, this handbook will refer you to these resources rather than repeating information:

- [The Student/Parent Handbook](#)
- [The Manchester High School Course Catalog](#)
- [Athletic Handbook](#)
- [SWIPE attendance link](#) and resources
- [Teacher Evaluation Handbook \(should be added to Redline staff portal\)](#)
- [Talent Ed Instructions for Teachers](#)
- [E-School link](#) (Grading System)
- [Manchester Board Of Education Policies](#)
 - [Manchester Board of Education Bullying Policy](#)
- [Naviance Link](#) and Training Resources

Accreditation Statement

Manchester High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Accreditation of public secondary schools by NEASC indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the standards for accreditation of the commission of public secondary schools.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

209 Burlington Road
Suite 201
Bedford, MA 01730-1433
Tel (781) 271-0022
Fax (781) 271-0950

Email: www.neasc.org

Click [here](#) to read the May 14, 2014 Letter from NEASC

Mission Statement

Mission Statement

Manchester High School will provide all students with the highest quality education to become responsible members of society.

As a school community we will:

- continually improve practices to maximize the learning of all.
- foster partnerships among students, parents, families, school personnel and the community.
- maintain a safe inclusive school where equity is the norm and excellence is the goal.

Academic Expectations

All students will:

1. read and understand literary, informational, and persuasive texts in order to analyze, interpret and evaluate them.
2. produce written materials which develop thoughts, share information, influence, persuade, and entertain.
3. comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels and speak using appropriate conventions, forms of expression, and tools.
4. comprehend and demonstrate number sense, probability, and statistics, geometry, and algebra.
5. understand and apply basic concepts, principles and theories of biology and physical science, and their interrelationships.
6. identify and apply appropriate technologies to conduct research, communicate information and ideas, produce original works, organize data, and solve problems.
7. demonstrate abstract thinking, curiosity, imagination and creativity in the arts or through academic problem solving.

Civic and Social Expectations

All students will:

1. treat others with respect regardless of race, ethnicity, class or orientation.
2. demonstrate ethical behavior through honesty and integrity.
3. be responsible for their words, actions and commitments.
4. contribute positively to the community.
5. contribute to the school by participating in co-curricular or service activities.

At Manchester High School, MHS means:

***Mastering
High
Standards***

Our Future, Taught Today!

Mission of Manchester Schools -- BOE POLICY #6120 (October, 2015)

MANCHESTER PUBLIC SCHOOLS

Mission Statement

The mission of the Manchester Public Schools is to engage all students in the highest 21st Century education from preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be life-long learners and contributing members of society.

Vision of the Manchester Public Schools

Three Areas of Focus for the Manchester Public Schools:

1. Outcomes and Opportunities for Students
2. Overall Quality of the School District
3. The School District's Relationship with the Community

1. Outcomes and Opportunities for Students:

Our vision is that all students in the Manchester Public Schools will:

- Arrive at kindergarten with developmentally appropriate social and academic readiness capabilities
- Achieve foundational skills in reading, writing and mathematics on grade level, by grade three.
- Meet high performance standards on local and State assessments.
- Demonstrate positive values and beliefs as evidenced by respect for peers and adults; a strong work ethic; a growth mindset; and kindness and caring for themselves and others.
- Make decisions that have positive results for themselves and others; manage their time effectively; advocate for themselves; embrace and value differences in all people; and assume responsibility for their own actions.
- Engage in critical and creative thinking to solve personal, social and academic problems; and actively pursue independent learning opportunities.
- Apply technology to analyze, evaluate, and synthesize the increasing volume of available information in a rapidly changing world
- Develop an appreciation of the performing and visual arts; participate and collaborate in all aspects of the arts commensurate with age, interests and talents.
- Exemplify the determination, perseverance, grit, and teamwork necessary to succeed in the challenges they will face in all areas of school life and beyond graduation.
- Be prepared to make sound personal decisions regarding a healthy, productive lifestyle, including diet, health maintenance, exercise including athletics, and positive leisure activities.
- Value all educational opportunities; remain in school; and graduate with optimism and confidence in their choices for college and career opportunities.

2. Overall Quality of the School District

Our vision is that the Manchester Public Schools will be characterized by the following:

- Safe, secure and well maintained schools.
- A strong belief that all children can learn.
- Adults who are committed to ensuring success for all students by providing equal access and opportunities.
- A climate that fosters learning and high achievement and is characterized by mutual respect, care, and

concern for all students, staff and families.

- A strong, inclusive, and comprehensive academic system that includes a rigorous, standards-based curriculum, and high-quality and consistently effective instruction and assessment in all schools.
- Co-curricular programs for gifted, service-minded, creative, artistic and athletic students appropriate to satisfy the myriad needs and interests of all students in support of their college and career readiness.
- A student population in all schools that represents the diversity in the District as a whole.
- A wide range of up-to-date technologies and technical support for student learning; professional development; personnel and office management; and student records maintenance and transfer throughout the District.
- A unified and coherent system of ongoing monitoring and evaluation of students, staff, and administration; and for auditing and evaluating all major operating systems in the District.
- An effective system in place to ensure the recruitment, orientation, supervision, and development of all personnel in the District to ensure selection, support, and retention of highly talented administrators, faculty and staff.
- Well-trained and skilled classroom-level professionals who work collaboratively to examine student work, assess student performance, and continuously improve classroom instructional practices.
- Well-trained teams of adults collaboratively engaged at all levels of the system to enhance the capacities of District educators to significantly contribute to positive outcomes for all students.

3. The School District's Relationship with the Community

Our vision is that the Manchester Public Schools' relationships with the community will be characterized by the following:

- Constituents from both schools and community recognize the importance of the role each has in making the community a viable and attractive place to live.
- Parents and families are actively involved in their children's educational success, including engagement in school activities and community participation in social, civic and political events.
- Residents understand and support the tax-based educational budget and become advocates for school improvement.
- Faculty, staff and administration are integral in supporting the community through civic, social and political engagement.
- School officials provide many opportunities to include community members in school activities, ensuring an open, welcoming environment.
- School officials communicate frequently and directly to the community so that residents understand the District's vision and goals and are informed of the progress being made toward achievement of the District's expectations for all of its students.

District Goals

All students will:

- Achieve mastery in literacy and numeracy as articulated in the Common Core
- Demonstrate the skills and competencies required for success in learning and work beyond school
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior

District and building level faculty and staff will:

- Develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, and participation in workshops, and support from school leaders and colleagues over time.
- Build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholder

District Improvement Plan

The District Improvement Plan, developed by a District Improvement Team, outlines strategies and action steps in four areas: Academics, Talent, Culture and Climate, and Systems. The District Improvement Plan drives the work of the district and School Improvement Plans are aligned to the District Improvement Plan to ensure coherence across the Manchester Public Schools.

Indicators of Success

Adult Action Indicators

The District Improvement Plan includes Fidelity Indicators and Indicators of Adult Progress that will be monitored by the District Improvement Team and reported to the Manchester Board of Education.

Student Progress Indicators

The District Data Dashboard contains data points that measure progress in Academics, Culture and Climate, and College and Career Readiness. This data informs the District Improvement Plan.

Revised: 10/26/15

Quick Contact Guide: Building Leadership and Other Useful Numbers to Know

Specific Contact information of all staff members is updated regularly on our website:

<http://mhsredline.com/administrationsupport-staff-contacts/>

In addition, contact information for all Manchester Board of Education employees may be found on the district website by clicking [here](#):

EMERGENCY NUMBER: In an emergency, find your nearest wall phone and press the speed dial button for the Main Office or Nurse to reach that location.

To call any classroom or office in the building with a phone, dial "MHS ____", inserting the room number and pressing "Name"

Main Office (Secretary - Ext 7-0003)

Name	Position	Phone Number	E-mail ____@mpspride.org
Jill Krieger	Principal	860-647-3526	jkrieger
Hillary MacLachlan	Principal's Secretary	860-647-3530	hmaclachlan
Sarah Nessing	Main Desk Receptionist	860-647-3521	b11sness
Beth Litrico	Book Keeper	860-647-3544	b25blitr
Colette Aldrich	Application and Data Specialist	860-647-6338	b11caldr
Kathryn Smith	Attendance Secretary	860-647-3518	ksmithMHS2
Lynn Wabble	Activities Secretary	860-647-3350	b21lcoll
Lisa Miner	Secretary- District Music, Art & PE	860-645-6052	b21lmine

Grade 9 – Freshmen Center (Secretary - Ext 7-3561)

Name	Position	Phone Number	Grade 9 Teams	E-mail ____@mpspride.org
Roy Roberts	Assistant Principal	860-647-3567		rroberts
Peggy Forman	Secretary	860-647-3561		b21pform
Marie Mieses	School Counselor	860-647-3556	Yellow, Green, & Red A-M	b11mmies
Eric Tarnowicz	School Counselor	860-647-6323	Blue, Orange, & Red N-Z	b11etarn
Maria Rivera	Social Worker	860-647-0119	All	b47mpapp
Michelle Crandall	School Psychologist	Ext. 2-0081	All	mcrandall
Kelly Wilson	Special Education	voicemail 20182	Red	kelly.wilson
Josh Lewis	Special Education	Ext. 7-0042	Blue	b11jlewi
Megan Cicero	Special Education	voicemail 20337	Green	b11mcice
Lisa Young	Instructional Coach	860-647-3531		b21ldeli
Jamie Rivera	Student Advocate	860-647-5063	By Referral	jrivera

Global Studies, CHEA Academies - Room 108 (Secretary - Ext 7-3523)

Name	Position	Phone Number	Grade 10	Grade 11	Grade 12	E-mail ____@mpspride.org
Linda Iacobellis	Assistant Principal	860-645-6045				liacobel
Charlene Lang	Secretary	860-647-3523				b11clang
Owen Carroll	Dean	860-645-6050				b11ocarr
Sharon Snuffer	School Counselor	Ext. 7-0113	CHEA A-L GSA A-L	CHEA All GSA D-L	CHEA All GSA D-L	b11ssnuf
Regina Moye	School Counselor	ext. 7-0110	CHEA M-Z GSA M-Z	GSA M-Z	GSA M-Z	b11rmoye
Laurie Pels-Roulier	School Counselor	860-645-5354		GSA A-C	GSA A-C	b11lpels
David Stetson	Guidance Director	860-647-3535		Truth A - Z		b11dstet

EPSA, PAC Academies - Room 119 (Secretary - Ext 7-3524)

Name	Position	Phone Number	Grade 10	Grade 11	Grade 12	E-mail ____@mpspride.org
Idelisa Torres	Assistant Principal	860-647-3528				itorres
Margaret Scollo	Secretary	860-647-3524				b11mscol
Marc DiDomenzio	Dean	860-645-6051				b11mdido
Brent Mikkelsen	School Counselor	ext. 7-0109	PACA-I EPSA A-I	PACA-L EPSA A-L	PACA-L EPSA A-L	b11bmikk
Sarah Sayers	School Counselor	860-647-3563	PAC J-Z EPSA J-Z	PAC M-Z EPSA M-Z	PAC M-Z EPSA M-Z	ssayers
Amanda Lister	Instructional Coach	Ext. 7-0038				b11alist

Medical Career and STEM Academies - Room 211 (Secretary - Ext 7-3307)

Name	Position	Phone Number	Grade 10	Grade 11	Grade 12	E-mail ____@mpspride.org
Mark Ruede	Assistant Principal	860-647-5079				b11mrued
Christine Quintiliani	Secretary	860-647-3307				b11cquin
Alexia Kalogianes	Dean	860-647-3564				alexiak
Colleen Murphy	School Counselor	Ext. 7-0115	MCA A-D STEMD A-D	MCA A-G STEMD A-G	MCA A-G STEMD A-G	cmurphy
Melane Thomas	School Counselor	860-647-3390	MCA E-O STEMD E-O	MCA H-O STEMD H-O	MCA H-O STEMD H-O	mthomas
Lee Snuffer	School Counselor	ext. 7-0112	MCA P-Z STEMD P-Z	MCA P-Z STEMD P-Z	MCA P-Z STEMD P-Z	b11lsnuf
Jill Mulholland	Instructional Coach	Ext. 2-0157				b11jmull

School Counseling Director's Office - Room 126

Name	Position	Phone Number	E-mail ____@mpspride.org
David Stetson	Director	860-647-3535	b11dstet
Sarah Grisko	Secretary	860-647-3537	sgrisko
Deb Cratty	Secretary	860-647-3533	b25dcrat
Melinda Lawler	Registrar	860-647-3538	melinda55

Instruction

Name	Position	Phone Number	E-mail _____@mpspride.org
Katelyn Miner	Assistant Principal	860-647-3529	b11kmine
Heather Banas	Inst. Coach- Humanities	860-647-0087	hbanas
Donna Donnelly	Inst. Coach- Numeracy	Ext. 2-2165	b11ddonn

Special Education

Name	Position	Phone Number	E-mail _____@mpspride.org
Sarah Burke	Secondary Supervisor	860-647-5082	sburke
Lauren Kincman	Secretary	860-647-3534	lkincman
James Deschaine	Department Chair	Ext. 2-2162	Jdeschaine

Bentley Academy

Name	Position	Phone Number	E-mail _____@mpspride.org
Jim Fromme	Assistant Principal	860-647-3342	b21jfrom
Lisa Fisk	Secretary	860-647-3343	lfisk
Kristen Phoenix	School Counselor	Ext. 7-0121	kphoenix
Gary Cesca	Social Worker	860-647-0099	gcesca
Michelle Crandall	School Psychologist	Ext. 2-0081	mcrandall
Dave Brysgel	Vocational Coordinator	Ext. 7-0801	b11dbrys

Student Support Services

Name	Position	Phone Number	E-mail _____@mpspride.org
Jane Wright	Social Worker	860-647-3545	b11jwrig
Marie Michael- Rogers	Social Worker	860-647-3557	b11mmich
Cathy Williamson	School Psychologist (A-L)	ext. 7-0013	cathyw
David Moyer	School Psychologist (M-Z)	860-647-5044	b25dmoye
Pam Hall	Substance Abuse Specialist	Ext. 7-0114	phall
Loren Conlon	Substance Abuse Worker	860-647-3486	lconlon

School Resource Officers

Name	Position	Phone Number	E-mail _____@manchesterct.gov
Officer Nick Reinert	SRO	860-647-7006	reinertn@manchesterct.gov
Officer Patrick Walsh	SRO	860-647-5060	walshp@manchesterct.gov
Sgt. James Bairos	Sargent	860-647-0117	bairosj@manchesterct.gov

Athletics

Name	Position	Phone Number	E-mail _____@mpspride.org
Lindsey Boutlier	Athletic Director	860-647-3521 x 5	b11lbout
Lisa Miner	Secretary	860-645-6052	b21lmine
Mary Cardarelli	Athletic Trainer	860-647-3550	b11mcard

Department Curriculum and Instructional Leaders

Department	Curriculum and Instructional Leader	Phone Number	E-mail ____@mpspride.org
Art	Pasqua Guzzi	Ext. 7-0501	b21pguzz
English	Kelly Cecchini	860-647-3566	b11kcecc
English Language Learners	Mellie Crespo-Jimenez	860-647-3539	mcrespo
Family and Consumer Science	Melissa Doherty	860-647-3569	mdoherty
Library/Media Center	Pam Fontaine	860-647-0009	b11pfont
Math	Cathy Mazzotta	860-647-3516	b11cmazz
Music	Keith Berry	860-647-3546	b11kberr
Physical Education	TBD		
Science	Stefanie Sebastiao	860-647-3536	b11sseba
Social Studies	Dave Maloney	860-647-3560	b11dmalo
Special Education	James Deschaine	Ext. 2-2162	Jdeschaine
Technology Education/Business	Chris Casey	860-647-3548	b11ccase
World Language	Rosemary Stoner	860-647-3519	b11rston

Miscellaneous—Quick Guide to Important Numbers

Role	Staff Member	Phone Number	E-mail ____@mpspride.org
Attendance Office	Kathy Smith	860-647-3518	ksmithmhs2
Bus Problems	Margaret Scollo	860-647-3524	b11mscol
Cafeteria	Bridget Mazzetta	860-647-3549	amazzett
Computer/Tech Support	Carlos Amaral Jon Mitchell	860-647-0004	camaral
Copy Center/Media Services	Mary Ann Chokas	860-647-6325	b11mchok
Custodial	Ed Tryon	860-647-3540	B11etryo
ESchool Plus/TAC Questions	Colette Aldrich	860-647-6338	b11caldr
In-school Monitor	Terrell Moultrie	Ext. 20031	tmoultrie
Library/Media Center	Amy Spellman Pat Obue Pam Fontaine, LMS Loretta Sullivan, LMS Rachel Discko, LMS	860-647-3565 860-647-0009	b08aspell b11pobue b11pfont b59lgian rdisco
Nurses Office	Nancy Cagna, RN Marion Ritter, RN Carolyn Hussey, RN	860-647-3543 Ext 7-0026 (Nancy) Ext 7-0041 (Marian)	b11ncagn b11mritt carolyn.hussey
Keys	Mary Ann Chokas	860-647-6325	b11mchok
School Store	Michelle Sampiere	860-647-3318	mcote
Security	Mark McKenney	860-647-3507	bmcke
Substitute Questions	Charlene Lang	860-647-3523	b11clang
Work Orders	Christine Quintiliani	860-647-3307	b11cquin

MANCHESTER HIGH SCHOOL HAS A POLICY OF NONDISCRIMINATION. FOR THE FULL STATEMENT OF THE POLICY AND THE CONTACT INFORMATION OF THE TITLE IX COORDINATOR, PLEASE SEE APPENDI

Manchester High School Administrative Structure



Manchester Public Schools District Calendar

MANCHESTER PUBLIC SCHOOLS

School Begins: September 1, 2016

2016 M T W T F

August	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

September				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

October	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

November		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

December			1	2	
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

When it becomes necessary to close schools due to weather conditions or other unusual circumstances such as power failure, announcements will be made on the following TV/radio stations:

WVIT Channel 30, WFSB Channel 3, WTNH Channel 8, WDRC 1360 AM & 102.9 FM, WWYZ 92.5 FM, WTIC 1080 AM & 96.5 FM, WKSS 95.7 FM, WHCN 106 FM

In addition, automated notification of school closings are sent via School Messenger.

2016 - 2017 School Year

First day of school:
Grades K – 7 and Grade 9: September 1
Grade 8 and Grades 10 - 12: September 2
Head Start: (Early Release) September 12, and 13; (Full Day) September 14

☐ **New Teacher Orientation: August 24 & 25**

District Professional Development Days:
☐ (school not in session) **August 29-31, November 8, 2016, and January 17, 2017**
☐ (half day) **September 21, October 19, December 7, February 8, March 22, May 17**

School Conferences/Early Release
☐ **Grades Pre K–6 ONLY**

November 15
March 7

☐ **Grades Pre K – 12**
November 16 & 17
March 8 & 9

☐ **Abbreviated Day for Students on**
November 23 and June 13, or last day of school

☐ **Holiday / Vacation Period**

September 5 -Labor Day
October 10 -Columbus Day
November 11 -Veterans Day
November 24-25 -Thanksgiving Recess
Dec 26 – Jan 2 -Vacation Period
January 16 -Martin Luther King Jr.
February 20-21 -Vacation Period
April 10 - 13 -Vacation Period
April 14 -Good Friday
May 29 -Memorial Day

Please see reverse for additional information.

School Ends: June 13, 2017

2017 M T W T F

January	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

February			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28			

March			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

April	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

May	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

June				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

Total days = 182

Adopted: February 9, 2016

Revised:

Tentative High School Graduation Date: TBD

Major Religious Holidays during the 2016- 17 Academic Year

(Source: University of Minnesota)

July 2016 - June 2017

Name of Holiday	Religion/ U.S. Holiday	Dates	Days of the Week
Laylat al-Qadr *	Islamic	7/1/2016	Friday
Independence Day	U.S. Holiday	7/4/2016	Monday
Eid al-Fitr (End of Ramadan) *	Islamic	7/5/2016	Tuesday
Janmashtami	Hindu	8/25/2016	Thursday
Labor Day	U.S. Holiday	9/5/2016	Monday
Eid al-Adha *	Islamic	9/11/2016	Sunday
Navaratri / Dassehra	Hindu	10/1/16 - 10/9/16	Monday - Tuesday
Muharram (Al Hijrah - New Year)	Islamic	10/2/2016	Sunday
Rosh Hashanah *	Jewish	10/3/16 - 10/4/16	Monday - Tuesday
Columbus Day (Observed)	U.S. Holiday	10/10/2016	Monday
Yom Kippur *	Jewish	10/12/2016	Wednesday
Sukkoth *	Jewish	10/17/2016	Monday
Sh'mini Atzeret *	Jewish	10/24/2016	Monday
Simchat Torah *	Jewish	10/25/2016	Tuesday
Diwali	Hindu	10/30/2016	Sunday
Veteran's Day	U.S. Holiday	11/11/2016	Friday
Thanksgiving Day	U.S. Holiday	11/24/2016	Thursday
Maulid al-Nabi	Islamic	12/11/2016	Sunday
Hanukkah *	Jewish	12/25/16 - 1/1/17	Sunday - Sunday
Christmas	Christian	12/25/2016	Sunday
Christmas Day (Observed)	U.S. Holiday	12/26/2016	Monday
New Year's Day (Observed)	U.S. Holiday	1/2/2017	Monday
Christmas (Orthodox)	Orthodox Christian	1/7/2017	Saturday
Martin Luther King Jr. Day (Observed)	U.S. Holiday	1/16/2017	Monday
President's Day (Observed)	U.S. Holiday	2/20/2017	Monday
Maha Shivaratri	Hindu	2/25/2017	Saturday
Beginning of Lent (Clean Monday)	Orthodox Christian	2/27/2017	Monday
Ash Wednesday (Beginning of Lent)	Christian	3/1/2017	Wednesday
Purim *	Jewish	3/12/2017	Sunday
Holi	Hindu	3/13/17 - 3/14/17	Monday - Tuesday
Ram Navami	Hindu	4/5/2017	Wednesday
Passover *	Jewish	4/11/17 - 4/18/17	Tuesday - Tuesday
Good Friday	Christian & Orthodox Christian	4/14/2017	Friday
Easter	Christian & Orthodox Christian	4/16/2017	Sunday
Ramadan (Beginning) *	Islamic	5/27/2017	Saturday
Memorial Day	U.S. Holiday	5/29/2017	Monday
Shavouth *	Jewish	5/31/2017	Wednesday
Laylat al-Qadr *	Islamic	6/21/2017	Wednesday
Eid al-Fitr (End of Ramadan) *	Islamic	6/25/2017	Sunday

* All Jewish and Islamic holidays listed above begin at sundown on the previous day.

Daily Schedule for 2016-2017

<div style="display: flex; justify-content: space-between; align-items: center;"> <h1 style="margin: 0;">POWER HOUR SCHEDULE</h1> </div>						
Start	End	Length	A DAY (Drop 4/8)	B DAY (Drop 3/7)	C DAY (Drop 2/6)	D DAY (Drop 1/5)
7:30	8:24	54 min	1	1	1	2
8:28	9:21	53	2	2	3	3
9:25	10:18	53	3	4	4	4
10:22	11:15	53	5	5	5	6
11:15	12:15	Power Hour				
12:15	1:08	53	6	6	7	7
1:12	2:05	53	7	8	8	8

<h3 style="text-align: center;">TUESDAY & THURSDAY SCHEDULE</h3> <p style="text-align: center;">(FULL DAYS ONLY)</p>			
Start	End	Length	Class #
7:30	8:22	52 min	1
8:26	9:17	51	2
9:21	10:12	51	3
10:16	11:07	51	4
11:07	11:19	12	Announcements
11:19	12:19	Power Hour	
12:19	1:10	51	5
1:14	2:05	51	6

EARLY RELEASE SCHEDULE	Start	End	Length	A DAY (Drop 4/8)	B DAY (Drop 3/7)	C DAY (Drop 2/6)	D DAY (Drop 1/5)
	7:30	8:03	33 min	1	1	1	2
	8:07	8:40	33	2	2	3	3
	8:44	9:17	33	3	4	4	4
	9:21	9:54	33	5	5	5	6
	9:58	10:30	32	6	6	7	7
	10:30	11:30	Power Hour				
	11:30	12:05	35	7	8	8	8

DELAYED OPENING SCHEDULE	Start	End	Length	A DAY (Drop 4/8)	B DAY (Drop 3/7)	C DAY (Drop 2/6)	D DAY (Drop 1/5)
	9:00	9:39	39 min	1	1	1	2
	9:43	10:21	38	2	2	3	3
	10:25	11:03	38	3	4	4	4
	11:07	11:45	38	5	5	5	6
	11:45	12:45	Power Hour				
	12:45	1:23	38	6	6	7	7
	1:27	2:05	38	7	8	8	8

MHS A/B/C/D CALENDAR

First Semester: 2016-2017

August 2016

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2016

	1	2	3	4
	D	A	B	C
7	8 Election Day	9	10	11 Veterans Day
14	15	16	17	18
C	D	ODD	EVEN	A
21	22	23	24 Thanksgiving	25 No School
B	C	D		
28	29	30		
A	B	C		

September 2016

			1 9th Gr 1st Day	2 10-12 1st Day
5 Labor Day	6	7	8	9
	A	B	C	D
12	13	14	15	16
A	B	C	D	A
19	20	21	22	23
B	C	D	A	B
26	27	28	29	30
C	D	A	B	C

December 2016

			1	2
			D	A
5	6	7	8	9
B	C	D	A	B
12	13	14	15	16
C	D	A	B	C
19	20	21	22	23
D	A	B	C	D
26 Winter Recess	27 Winter Recess	28 Winter Recess	29 Winter Recess	30 Winter Recess

October 2016

3	4	5	6	7
D	A	B	C	D
10 Columbus Day	11	12	13	14
	A	B	C	D
17	18	19	20	21
A	B	C	D	A
24	25	26	27	28
B	C	D	A	B
31				
C				

January 2017

2 Winter Recess	3	4	5	6
	A	B	C	D
9	10	11	12	13
A	B	C	D	A
16 MLK Day	17 MLK Day	18	19	20
		B	1/2	3/4
23	24	25	26	27
5/6	7/8	A	B	C
30	31			
D	A			

Quarter End

Dates:

11/1/2016

1/18/2017

/ = Half Day

X = No School

School Cancellations

When it's necessary to delay or cancel schools because of inclement weather or for any other reason, local radio stations and television networks will broadcast this information. In the event of a cancellation, that information will be broadcast as early as 5:30 a.m. the day of a cancellation or shortly after the decision to close school early that day. You can sign up to receive text or email alerts through [WFSB](http://www.wfsb.com), [WVIT](http://www.wvut.com), or [WTNH](http://www.wtnh.com).

In addition to that, an all staff email is sent from the Superintendent's office, and you may also visit the [BOE cancellations and delays webpage](http://www.boe.org/cancellations-and-delays).

Meeting Dates

Meetings are held after school on Tuesdays throughout the year, and begin at 2:15pm. Staff meetings will be held in room 293 unless otherwise notified. Other meeting locations will be shared by department heads or administrators.

Date	Meeting Type	Date	Meeting Type
Sept. 6	Academies	Feb. 7	Academies
Sept. 13	Departments	Feb. 14	Departments
Sept. 20	Staff	Feb. 28	Staff
Sept. 27	Academies	Mar. 7	Academies
Oct. 4	Academies	Mar. 14	Departments
Oct. 11	Departments	Mar. 21	Academies
Oct. 18	Academies	Mar. 28	Staff
Oct. 25	Staff	Apr. 4	Academies
Nov. 1	Academies	Apr. 18	Staff
Nov. 22	Departments	Apr. 25	Departments
Nov. 29	Staff	May 2	Academies
Dec. 6	Academies	May 9	Departments
Dec. 13	Departments	May 16	Academies
Dec. 20	Staff- Holiday Party	May 23	FREE
Jan. 3	Academies	May 30	Staff
Jan. 10	Departments	June 6	TBD
Jan. 24	Academies		
Jan. 31	Staff		

NEW TEACHER MEETINGS

Who: All 1st year MHS teachers. Teachers in their 2nd year of teaching are also invited.

What: Power Hour lunch meeting

Where: Room 293

When: Monthly During Power Hour

September 7, 2016

October 6, 2016

November 3, 2016

December 1, 2016

January 5, 2017

February 9, 2017

March 2, 2017

April 6, 2017

May 4, 2017

Why: Learn from each other and 2nd year teachers. Get to know each other and the building administrators. Discussions help to familiarize new teachers with resources and procedures in the building, as well as navigating through the first year of teaching.

Professional Responsibilities

All teachers are expected to abide by the [CT Common Core of Teaching](#), [Board of Education policy](#), [Union contracts](#), and [Human Resource Department policies](#) also dictate many staff responsibilities and procedures. All staff members are encouraged to immediately contact their department heads, administrators, or the HR Department for clarification of any expectations or procedures.

Absence Procedures

Kelly Services, Inc. records and staffs all absences. The absences are recorded via the [Kelly Automated Scheduling System \(KASS\)](#). Teachers should enter absences as soon as they are known, or as early as possible in cases of emergency. This will allow the greatest chance of your absence being covered by a single substitute. If a teacher would like to request a specific substitute to cover their absence(s), the teacher should first contact or discuss this with the substitute and then contact KAST to arrange it. (See Appendix D)

Remember that KASS is not only a substitute call system, but it is also an ATTENDANCE/STATISTICAL TRACKING record. **Even if your position is one that does not require a substitute, you must call in and report your absence.**

FORMS: The following forms are available for you to print, complete, and submit to your administrator:

- Request to be Absent Form- all staff
- Five days of absence or longer form (Leave of Absence)
- Request to be Absent for Professional Development Part I
- Request for reimbursement of expenses for professional development Part II

These forms can be found in the main office and/or on Human Resources page at this link:

<http://publicschools.manchesterct.gov/page.cfm?p=819>

Completed forms requesting personal or professional days must be turned in to the secretary in the main office.

Note that there is not a form for sick days (less than five days) or for absences due to field trips, although such absences must be called in to Kelly Services with the appropriate reason indicated.

LESSON PLANS: All teachers are expected to leave up-to-date lesson plans, and seating charts if applicable, in an accessible place in the classroom. This location should match the one listed in the substitute folder located in room 108 with Mrs. Lang. In the event of an emergency that causes an absence, any substitute should be able to follow the lesson plan. Also, please consider the substitute's ability to access technology when leaving videos or other media. If there are any questions or concerns, or your plans cannot be located, you will be contacted by your Department Leader.

In addition, it is advisable to leave emergency lesson plans with your Department Leader in case of unanticipated absences. You may also email plans to Mrs. Lang and/or your Department Leader in the event of an unexpected absence.

COVERAGE: There will be times throughout the school year when teachers may have a need to have classes covered for field trips, full day meetings, and illness due to substitute shortages or other unforeseen circumstances. Teachers within the department will be asked by the Department Leader to cover classes in these situations.

Teachers in need of partial day coverage are directed to put their requests in writing to their Department Leader as soon as possible. Upon approval, requests will be submitted to Charlene Lang in Room 108 for administrative approval and substitute coverage. Emergency situations will be taken care of for those in need

as they occur by the Department Leader, but in other cases failure to make arrangements in advance can result in a request for class coverage being denied

Accidents, Reports, and Workmen's Compensation

1. **All accidents are to be reported to the nurse immediately.** Teachers must report all accidents which happen to pupils under their supervision, whether curricular or extra-curricular, or which they might see on the school grounds or in corridors when students are not under the immediate supervision of a teacher. All accidents must be reported regardless of how trivial they may appear.
2. Accident reports will be initiated in the nurse's office and sent to the person in charge of the activity to be completed. These reports, when signed and completed, should be returned to the nurse's office.
3. If the accident involved a student, the copy will be filed in the student's health folder. If the accident involves a staff member, staff/teachers and immediate supervisors must sign forms for personal accidents/injuries incurred and the original report will be sent to the office of the Superintendent of Schools.
4. Insurance claim forms will be issued after the completed accident report has been returned to the nurse.
5. Teachers **SHOULD NOT** accept medical bills for student insurance claims. It is the responsibility of the parent to file bills directly with the insurance company.

WORKER'S COMPENSATION: All employees of the Board of Education, including cafeteria workers, are insured against accidental injuries by a Compensation Insurance Policy. You can help by taking the following steps in case of an accident:

1. Any work related injury/occurrence must be immediately reported to the Nurses Office. A nurse will complete the accident form which must include the following information: your name, home address, telephone number, date of birth, social security number, employee information, medical response and description of the circumstances surrounding the incident. The form also includes a portion to be completed with your administrator, who will return the completed form to the nurse. Non-compliance may affect the validity of your claim.
2. If medical treatment is required, you will be referred to CorpCare for evaluation. CorpCare is located at 2800 Tamarack Avenue, Suite 001, South Windsor, Connecticut. If CorpCare is closed, please seek evaluation/treatment at Manchester Memorial Hospital's PromptCare. For serious injuries at any time, please visit Manchester Memorial Hospital.
3. For questions regarding your Workers' Compensation claim, please contact CIRMA directly. The BOE's contacts at CIRMA are Michele Trapasso at (203) 498-3087 or Robert Verbickas at (203) 946-3747. Questions/concerns can also be directed to Suzanne Michaud, Benefits Specialist at Central Office at (860) 647-3458.

Alternate Learning Activities/Dissection Policy

The MHS Science Department adheres to the [NSTA Position Statement- Responsible Use of Live Animals and Dissection in the Science Classroom](#). If a student objects to learning activities on the basis of ethical/moral or religious beliefs, teachers may provide one of two alternative options.

- 1) He/She can observe the dissection while another member of the group actually works on the animal.
- 2) If the student objects to participating on an observational basis, the following procedure will be implemented:
 1. The student will submit a written explanation of the objection to the teacher. The parent or guardian will sign this note.

2. One or more alternative assignments will be offered to the student with no grade reduction or other stigma or penalty resulting from the student's objection.
3. The student will be made aware that the alternative assignment(s) are not replacements for the dissection and will not teach what the dissection will teach.

Announcements

Announcements will occur during the full day schedule on Tuesdays and Thursdays (see pg. 17 for the times). Look for information about how to submit announcements in the near future. For questions, please see Eric Larson.

Building Use

Building Use forms for any classroom or co-curricular activity may be obtained in the main office. Notification must be made well in advance. For the use of 293, the auditorium, cafeteria, or gym you will need to contact Lynn Wabble. For all other building use, see Maryann Chokas in the Copy Center.

Events requiring lighting and sound must be made through David Fairbanks at least two weeks prior to the event.

Communication

It is the responsibility of teachers to pick up their mail personally before school in the morning and again before they leave at night. Students should not be assigned to pick up mail. All staff must also check their email a minimum of twice a day. In general, teachers should make every effort to respond to telephone calls and emails within 24 hours.

WITH STAFF: Teachers should strive to maintain professional and courteous communication with colleagues at all times. Emails should be work related, and staff should refrain from using “reply to all”, particularly for whole staff emails, unless absolutely necessary. Teachers should also strive to maintain open lines of communication with guidance counselors, support staff, and administrators that work with students whenever there may be concerns in or out of the classroom.

Administrators often hold Student Review Meetings on behalf of students who are struggling in some way, and may request teacher reports soliciting information regarding the academic performance and behavior in a student’s classes. It is important that teachers respond to these requests by the indicated due date, as the information is read to the student and parents/guardians at the meetings. This information is important to developing a meaningful plan to help the student find success. In some cases teachers may be invited to attend if possible, and coverage may be arranged if absolutely necessary.

Similarly, requests for information are made prior to PPT and 504 meetings. These reports must also be completed and returned in a timely manner to be read and used at the meetings. For more information, please see the Special Education section of this handbook.

WITH FAMILIES: Within the Manchester Public Schools system we have experienced positive outcomes with students' school performance when we utilize practices that strengthen our partnerships with families and the community. Therefore, teachers are highly encouraged to proactively contact families and engage in two-way conversations that create opportunities to get input/suggestions from parents/guardians/caregivers on ways to support their student's growth. Also, families appreciate receiving positive feedback about their student's academics, attendance, and behavior. In addition to phone calls and emails, postcards are available as a means to provide families with this feedback. These communication strategies can be particularly important and helpful when working with students who struggle to find motivation and success in school.

Here are some pointers for how to engage families in a meaningful way. The information in Section B (a-d) is particularly helpful with communicating about academics.

- A. Building Strong Relationships- Contact each family within the first month of school to share your approach to teaching, goals for the year, what you think would help them know you and to establish a connection to the family.
- a. Determine the family's hopes and dreams/goals for their child
 - b. Determine how you can best communicate with the family
 - c. Determine each student's strengths, challenges and interests
- B. Information (Content): Offer families regular information about
- a. **What students will be learning in your class/course**
 - b. **What families can do to support student learning at home (for key learning and assignments)**
 - c. **How their student is progressing**
 - d. **Where the student can get help**
- You can also contact families to share information about
- e. Positive work, behavior (when observed)
 - f. Concerns, in a timely manner with the goal of working collaboratively on solutions
- C. Communications (How)
- a. Calls and emails in the first month and for student specific updates
 - b. Email, text, use of apps such as remind for updates about;
 - i. High level information on what is being taught
 - ii. Important dates for projects and assessments
 - iii. Tips for how parents can support key learning goals and be engaged in their child's learning at home
 - iv. Opportunities to participate in class, observe

Teachers should strive to maintain communication with parents on a consistent basis, particularly when there are academic, attendance, and/or behavioral concerns. Teachers should make personal contact via a personal phone conversation or meeting in any of the following situations:

- Student grade will be lower than a C, particularly on an official Progress Note or Report Card, to review circumstances and develop a remediation plan
- Student quarter grade will likely drop by two or more letter grades
- Student is missing more than 20 percent of his/her homework
- Cheating or plagiarism is suspected
- Student has been absent or tardy 3 or more times, especially if consecutive.
- Other behavioral or personal concerns of a sensitive or alarming nature.
- NOTE: Teachers should always feel free to run concerns or scenarios by a student's administrator

Dress Code- Staff

All employees represent Manchester Public Schools; therefore, professional appearance is expected in order to our roles as mentors and models for students. Clothes should be appropriate to the school environment and be neat, clean, and in good repair. Clothes should also be appropriate to the teacher's task or environment, and should take personal safety into consideration.

All staff are encouraged to participate in "dress down days" each Friday.

- On paydays, staff are asked to contribute a minimum of \$1 to dress down and support a local charity. In September, contributions can be made for the entire year; however, teachers can always choose to contribute more at any given time. For questions, or suggestions of charities to support, please contact Mark Ruede in 211 or at 647-5079.
- On non-paydays, staff are asked to participate in "Spirit Fridays". Staff members can dress down if they wear any Manchester apparel, or wear red.

Duties and Supervision

All teachers are expected to be in the corridor outside their rooms during passing times as well as before and after school to supervise traffic in the vicinity of their rooms

Pupils should be kept from loitering in the corridors at all times. Teachers are asked to remind students not participating in after school make-up or any supervised activities that they are to leave the building by 2:15 p.m.

Staff is expected to be at the duty assignment on time. Any concerns related to duty assignments must be reported to the curriculum and instructional leader of your department who will communicate concerns to the administration.

STUDY HALL SUPERVISION: Study halls are considered to be as important as regular classes and are part of the assigned schedule. Students are required to attend all assigned study halls. Teachers should:

1. Maintain an atmosphere appropriate for reading, studying and schoolwork.
2. Check Swipe records prior to marking a student as cutting the study hall. A student may have swiped into the library, administrative/counseling suite, Makerspace, Writing Lab or Math Lab.
3. Keep passes to a minimum and encourage students to bring required materials and avoid unnecessary trips to their locker. Card playing or gambling are not allowed.
4. Ensure that the classroom layout and materials are in the same condition as when the study hall began.

WRITING LAB / MATH LAB: Math Lab and Writing Lab teachers are available in the library as an academic support to students throughout the school day. Students may swipe in in order to get support from a teacher with writing or math assignments. If students do not require assistance from a teacher they should not be in writing / math lab but should attend their study hall.

Teachers should:

1. Ensure that all students swipe into the library.
2. Maintain an atmosphere appropriate for writing and schoolwork.
3. Provide assistance with math and writing questions as needed.

LIBRARY SUPERVISION: Staff assigned to the library should support the library staff in supervision of students in the library.

Field Trips (See Appendix E)

Identification Cards for Staff

All staff members will be issued a photo ID card that should be visible when in the building. Staff ID cards provide entry to main entrance points of the building, and work from 6am-10pm seven days a week.

Keys

Manchester High School must remain as secure as possible for the safety of students and staff as well as the security of Manchester Board of Education resources. Any lost keys must be reported immediately to the administrator of your department. Costs resulting from such loss may be charged to the staff member or his/her program/department.

Keys issued to staff are to be with the staff member only. At no time should building and supply keys be given or loaned to any students.

Staff members are required to obtain keys in accordance with opening procedures at the beginning of school in August and return their keys to the appropriate building personnel as directed in year- end closing procedures at the close of school in June. Keys may be obtained from and returned to Maryann Chokas in the copy center (Room 159). If Maryann is not available, please see Christine Quintiliani in Room 211.

Building access after regular school hours will be through the use of your key card.

Mandated Reporting

Professionals who, because their work involves regular contact with children, are mandated by law to report suspected child abuse and neglect. In reporting in good faith, they are immune from civil and criminal liability. However, failure to report could result in fines up to \$500.

What Must Be Reported: Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected or is placed in imminent risk of serious harm. (Connecticut General Statutes §17a-101a)

Child abuse occurs where a child has had physical injury inflicted upon him or her other than by accidental means, has injuries at variance with history given of them, or is in a condition resulting in maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment. (Connecticut General Statutes §46b-120)

Child neglect occurs where a child has been abandoned, is being denied proper care and attention physically, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his well-being. (Connecticut General Statutes §46b-120)

When making a report, a mandated reporter is required to provide the following information, if known:

- 1.The names and addresses of the child and his parents or other person responsible for his care;
- 2.The age of the child;
- 3.The gender of the child;
- 4.The nature and extent of the child's injury or injuries, maltreatment or neglect;
- 5.The approximate date and time the injury or injuries, maltreatment or neglect occurred;
- 6.Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his siblings;
- 7.The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- 8.The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- 9.The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child;
11. Whatever action, if any, was taken to treat, provide shelter or otherwise assist the child (PA 11-93 §15).

How to Report: Mandated reporters must report orally to the Department of Children and Families' (DCF) Careline or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected and must submit a written report ([DCF-136](#)) to DCF within 48 hours of making the oral report. Teachers are encouraged to seek the support of a social worker and/or administrator for assistance in making the call the DCF Careline and completing the

written report. An administrator, particularly the student's administrator, should be notified of any report that is made.

DCF Careline: 1-800-842-2288.

Anonymity: Mandated reporters are required to give their name when they make a report to DCF, however, reporters may request anonymity to protect their privacy. This means that DCF would not disclose their name or identity unless mandated to do so by law (Connecticut General Statutes, Sections 17a-28 and 17a-101). Unless a reporter gives written consent, his or her name will not be disclosed except to:

- a DCF employee
- a law enforcement officer
- an appropriate state's attorney
- an appropriate assistant attorney general
- a judge and all necessary parties in a court proceeding
- a state child care licensing agency, executive director of any institution, school or facility or superintendent of schools

For more information, go to <http://www.ct.gov/dcf/cwp/view.asp?a=2556&q=314384>, or talk to a counselor, social worker, or administrator.

Parking

Parking for teachers, support staff, substitutes, and student teachers is provided for in the faculty parking lot located off of Summit Street, as well as on Brookfield Street and East Middle Turnpike. A limited number of spots are available in the main parking lot. Staff should not use visitor spots to allow access for parents, speakers, and other visitors.

Speakers and Community Resources

Teachers are encouraged to use outside speakers and community resources in the classroom. Knowledgeable speakers who can offer information regarding topics that are related to the curriculum should be chosen. Care should be taken to present an objective view of issues to students.

All speakers or visitors in the building should report to the main office for a visitor's pass before proceeding to the classroom. Report the name and time the visitor is due to the main office, and, if possible, arrange for the visitor to be escorted to the classroom.

At least a week prior to the scheduling of a speaker, the teacher is expected to fill out the Speaker/ Resource Request form, which can be found on the Common Drive (Digital Forms Folder). It is to be signed by the curriculum & instructional leader (department representative) and the building principal.

GENERAL POLICY ON VISITORS: The Manchester Board of Education welcomes the interest of the Manchester community in the programs and activities within the Manchester Public Schools and welcomes the observation of classes by parents and other interested members of the community. The Board also recognizes its responsibility to insure that students must learn in an educational environment free of unnecessary disruption and distractions and to provide a school environment that is safe for staff and students alike. Guidelines are provided by [Board of Education Policy #1300](#).

Student Activities

For information about policies governing clubs, organizations, and events, see Lynn Wabble or the Student Activities Policies Guide. This guide also includes policies governing collections, drives, and any posting of materials in the building. Information can also be found in the teacher's contract.

Teacher Evaluation

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in each of the four categories grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. Teacher Practice Related Indicators (50%)
 - a. Observation of teacher performance and practice (40%) as defined in the Manchester Professional Educator Performance and Practice Continuum.
 - b. Whole school parent feedback (10%) based on the growth of parent satisfaction as indicated on parent surveys.
2. Student Outcomes Related Indicators (50%)
 - a. Student growth and development (45%) as determined by teachers' Student Learning Objectives(SLO) as measured by Indicators of Academic Growth and Development (IAGDs).
 - b. Whole School Student Learning Measures(5%) based on the aggregate rating for multiple student learning indicators established for the principal's evaluation rating. Beginning in 2015-2016, it will also be based on School Performance Index(SPI) progress from year to year and SPI progress for student subgroups.

Scores from each of the four categories will be combined to produce a summative performance rating.

All teacher evaluation forms and processes are completed online through [ProTraxx](#). Questions about the completion of forms and the use of ProTraxx can be directed to the building representatives or your evaluating administrator.

Important Dates and Deadlines for Teachers:

- 1) Goal Setting Conferences: Form A and the goal setting conference should be completed by Nov. 15th.
- 2) Observations: Scheduled by each administrator. Pre-conference forms should be completed and submitted 24 hours before the scheduled pre-conference. Post-conference forms should be completed and submitted within 24 hours of the observation.
- 3) Mid-year Reflection Conference: Form F should be completed at least 24 hours prior to the mid-year conference. Conferences should be completed by Feb. 28th.
- 4) Summative Conference: Form G should be completed at least 24 hours prior to the summative conference. Conferences should be completed 10 days before the last day of school.

For further information, see the [Teacher Effectiveness and Performance Evaluation Handbook](#).

Responsibilities Toward Students

Assemblies

All teachers should attend assemblies with their assigned classes, according to schedules and times that will generally be provided to staff via emails. An exception exists for teachers of multi-grade classes (primarily electives). In these cases, teachers should send students in the appropriate grade/group to the auditorium at the designated time. Teachers should review expectations with students before bringing them to assemblies, and escort students to the auditorium, sitting in a row or group of rows as close to the stage as possible. Classes should remain seated together for easy accountability in the event of an emergency. Teachers are responsible for the discipline of students during an assembly.

Attendance Policy

The attendance record is a legal document. It is the responsibility of teachers to keep accurate attendance records for each of their students. The [SWIPE](#) system is used to enter absences. All absences/class cuts/tardies should be entered into the computer by the end of the class period. Teachers should also review and revise their daily attendance as needed before 2:45pm. Curriculum and Instructional leaders will act as facilitators to ensure that new teachers are trained on the use of Swipe. A teachers' guide to Swipe can be found in Appendix C of this handbook.

Study hall teachers should check Swipe first before marking a student as cutting or absent. If a student was in the library or an otherwise appropriate location for the period, the teacher should not mark the student as cutting in these cases. Student/parent expectations relating to attendance are explained in the Student Handbook and you should thoroughly familiarize yourself with these guidelines. A summary of important attendance policies follows:

1. After the 10th absence in a Full-year course, after the 5th absence in a Semester course, and after the 3rd absence in a Quarter course, the student will lose credit. Students who lose credit but pass a course may be offered an attendance recovery contract at the discretion of the student's administrator.
2. Religious holidays, court appointments, school-sponsored events and participation in events under the guidance of school personnel do not count as absences for loss of credit purposes.
3. Unapproved absences (cutting class, truancy) will yield disciplinary consequences.
4. Three excessive tardies equates to one unapproved absence. Excessive tardy means a student arrives to class after bell without a pass excusing their lateness, but prior to the half way point of the class. Students arriving after half of the pass is complete without a pass should be marked as a cut class.
5. Appeals for family emergencies may be made in writing to the Administrator at the end of each quarter.
6. Teachers must attempt to communicate all concerns (including attendance) with families before credits are lost. Students who are chronically tardy or absent to a class should be referred to an administrator after appropriate interventions have been attempted and documented (calls home/parent meetings/detentions)
7. Makeup Work: Students must complete all school work regardless of the reason for absence. Teachers will provide make-up work for all students after any approved absence. Make-up work should generally be completed within five class meetings after the student's absence unless extenuating circumstances are provided by the student's administrator or school counselor. When in doubt, contact the administrator/counselor. For more information see the section on Make-up/Extra Help.
8. Dismissals for illness of students will be made only by the nurse or the assistant principal. Other dismissals will be made only by the assistant principal. A written request from a parent should be presented in advance.

Parents must be informed of class cuts, unexcused absences and class tardiness. The following guidelines should be followed when there is an attendance problem in your class:

- 2 times - teacher should meet with student
- 3 times - teacher should contact parents/guardians
- 4-5 times - teacher conference
- 6 times - teacher/parent/student/counselor/social worker/administrator meeting
- 9 times- refer to Student Assistance Team and/or request a Student Review

Bullying Policy

The Manchester Board of Education is committed to creating and maintaining an educational environment free from bullying, harassment, and discrimination. The bullying policy is located on the BOE and Redline websites. Click [here](#) to read the complete policy. The Bullying Reporting Form is included on page 10 of the policy.

Classroom Management Guidelines and Positive Behavioral Support

All teachers must accept full responsibility for the supervision of pupils including:

- A. Those directly under their charge in the classroom and the corridor adjacent to the classroom (before classes, during passing time between classes, and immediately at the close of school), study hall, cafeteria, or curricular situations.
- B. Students involved in situations that breach school discipline based on the Manchester Code of Conduct (Appendix H) including such situations as might happen in the corridors, on the school grounds, or in other classrooms or study halls where the regular teacher is not present.

Students are reminded that the High School is a community school, which reflects the expectations of the Manchester community. Every staff member is responsible throughout the school day to use every opportunity to guide students in the right behavior. To establish an appropriate learning environment, teachers should develop and communicate classroom and attendance expectations to students. An important method for developing the classroom environment is to engage students in making their own rules and guidelines. Students who own the expectations are far more likely to follow through on them and to actively strive for good results.

Teachers should also recognize and promote positive behaviors whenever possible. This can be accomplished by teacher modeling, as well as focusing on recognizing appropriate behavior as opposed to only telling students what not to do. Teachers are provided with Imagine Coins to use as a reward for students demonstrating appropriate behaviors in the Imagine Grid. These coins can be used by students towards purchases in the school store, the cost of dance or prom tickets, or other expenses not including financial obligations (Swipe, lost books, etc.). As mentioned in the Communication section earlier, positive postcards are also provided by the school to promote the involvement of families in recognizing and developing appropriate behaviors.

Referral to the Dean of Students should occur only after the teacher has exhausted his/her own expertise in dealing with the problem, has consulted with counseling and/or teaching colleagues, and has called the parent/guardian. At least three Tier 1 Intervention attempts must be documented on the Student Referral form before it is submitted to the appropriate Dean. The only exceptions to this would be in the case of Tier 2 or 3 behaviors, found on the back of the student referral form. The student referral form and Code of Conduct may be found in the Common Drive/Digital Forms folder, and questions about referrals or behavior management can be discussed with instructional coaches and/or administrators.

SUBSTANCE ABUSE CONCERNS: Substance Abuse Services are available to all students including assessments, individual and group counseling and referrals. Referrals for services are made by Administrators, Support Staff, students, and parents. They may be voluntary or a tiered intervention. Teachers with concerns about potential student substance abuse should contact the student's dean or administrator to discuss the concerns. For more information, contact Pamela Hall in room 204.

Dress Code- Student

The student dress code is explained in detail in the Student/Parent Handbook. In summary:

- Student attire should reflect respect for self, others, and an atmosphere of learning. Administration reserves the right to determine what is appropriate and in good taste.

- Students should place those items (such as coats, hats, etc.) in their lockers prior to the start of the school day.
- Technical, Physical Education, and the Science Departments may require specific clothing, footwear, and safety equipment for the protection of students in those courses.
- Students should refrain from wearing or being in possession of the following items during the school day:
 - a) Head or face coverings (exception may include documented religious articles).
 - b) Articles that reveal the stomach, back, chest, upper-thigh, or undergarments.
 - c) Articles that contain offensive writing, graphics, pictures, or gang/group affiliations.
 - d) Articles that depict logos or emblems of drugs, tobacco, alcohol, or gang related references.
- Parent/guardian can expect notification if the student is dressed inappropriately and may be requested to provide a change of clothes, or student may have to leave school.

NOTE: If there is a dress code violation in your class, call the Dean's office first before sending the student with a pass to the office.

Grading Policy/System

E-School Plus is the grading system used at MHS to enter assignments, grades, progress notes, and report cards. Departmental Leaders will arrange for necessary training to be provided to new teachers as to how to use this system. Teachers are able to log into this system from home at this [link](#) (which is also found on the Staff Portal of MHS Redline).

The grading/marking system is located in the [Course Catalog](#) (may be found on the Student/Parent Link of the MHS website).

Grades are the teacher's professional judgment of a student's achievement in a particular class and level. It is important that grades be kept as up-to-date as possible for students and families. Teachers are required to enter grades no more than two weeks after an assignment is due; however, it is strongly recommended that grades be entered weekly whenever possible. It is also important that clearly communicated and realistic goals and standards be set for each level. The full range of marking symbols should be used on every level. In the event a student is doing failing work, he/she should be informed, in as specific terms as possible, what improvements must take place in order to get a passing grade. Students who are failing need more specific instructions than those who are passing. Extra help should be offered to these students frequently.

GRADING RATIONALE: At the beginning of each course, teachers are to provide a written list of course requirements and expectations for students concerning grades, attendance, and behavior. These are to be reviewed at the beginning of each semester and shared with the parents at Open House. Teacher grading rationales for each course are to be approved and kept on file with the departmental leader.

FINAL EXAMS: Teachers should leave copies of final exams with their curriculum and instructional leaders before leaving for summer vacation. In addition, the curriculum and instructional leader or the administrator of the department should be notified of the location of graded final exams in the event that a parent or student has questions or concerns about a graded exam that need to be addressed over the summer.

PROGRESS REPORTS/REPORT CARDS: Midway in each quarter a progress report is issued to students. It is mandatory for teachers to enter a progress note grade for all students. Teachers can indicate whether work is outstanding, better than average, or average. Comments should be included for all students receiving a grade below a C-.

Teachers will contact parents/guardians directly by telephone or email before assigning a grade lower than a "C" on an official Progress Note or Report Card to review circumstances and develop a remediation plan.

As stated in the Communication with Families section of this manual, teachers will also contact parents if:

- The student's average has dropped by two letter grades
- The student is missing more than 20 percent of his/her homework

Teachers who wish to fail a student who has not received an F on the progress note in addition to personal teacher contact must receive permission from the building principal.

Teachers also have the discretion to override quarter, semester, and final grades for students. This may be based on professional judgment, agreements and/or conversations with students/families, or consultation with the student's counselor and/or administrator. This may be important to consider in a variety of cases where a student struggles significantly for a portion of the year.

Schedule of progress note/report card entry deadlines will be sent to teachers by email.

For information on grading guidelines for course level changes, grade point average (GPA), honor roll, and rank in class, see the Course Catalog.

Make-Up and Extra Help

Students who have missed work because of absence or who are struggling to meet academic expectations are expected to take advantage of make-up/extra help time. Teachers should be available to students during their scheduled portion of Power Hour, after school until at least 2:50p.m., and/or at other times at the discretion of the individual teacher. Be sure that all students know where to find you both after school and during Power Hour, and are informed of any days you are scheduled to be elsewhere.

Teachers should provide make-up work for all students regardless of the reason for being absent. While the make-up work may not count for credit depending on the reason for a student's absence (i.e. cut class, unexcused absence), students should always be afforded the opportunity to complete the missed learning.

Upon request, teachers are required to provide written homework assignments to the student's administrator in cases of illness or suspension. These assignments should include directions or be self-explanatory, and should typically be provided within 48 hours unless otherwise requested by the administrator.

Make-up work should generally be completed within five class meetings after returning, depending upon the reason for absence(s).

Keep in mind that more than one teacher may require the attendance of the same student. Friendly cooperation among teachers in this matter will ease the burden of make-up work and extra help for both teachers and students.

Teachers should try to give students a day's notice if they want them to remain after 2:05 p.m. Also, teachers do have the right to keep a student later than 2:45 p.m. if they deem it necessary. In this case, it may be prudent to contact a parent or guardian to discuss it.

LATE BUS : A "late bus" will be available every Monday-Thursday for students staying after school for meetings with teachers, clubs, or other school related activity. Time of departure is 4:00 p.m. from the Main Office entrance. To get on the bus students need to have a green "Late Bus Pass" issued by the teacher with whom they stayed after school, verifying their presence. Late Bus passes may be obtained in the Copy Center in Room 159 or in the main office.

Pass Regulations

1. Students will generally use their IDs to SWIPE into many locations, including administrative/counseling suites, the library, and the nurse's office. Other circumstances involve the use of a manually issued staff pass. Pass books may be obtained in the copy center in Room 159 and main office (rear area).
2. All teachers **must** issue a **5-minute pass** whenever it is necessary to send a pupil to a place other than that regularly assigned. Students must be in designated areas by the time the bell rings. Under no circumstances are students to be in the hallways without a pass during the school day. Security and administration will escort students without a pass back to the class they left to obtain one. Passes must always be written in ink and signed by staff issuing the pass. Items should not be used as passes, only the standard 5-minute pass.
3. Students arriving late to class without a pass should be admitted by the teacher, marked as tardy or cut as appropriate based on the time they arrived, and assigned a detention.
4. **Nurses' Passes** - passes issued by teachers to the Nurses' Office will be RETURNED to the teacher, with the nurses' stamp, or via a SWIPE pass by the student if dismissed by the nurse during the period and is not sent home. Teachers should check SWIPE to verify that the student swiped into the nurse's office in a timely manner. If a student does not SWIPE into the nurse, the student should be marked as cutting class.
4. **Library Media Center Passes** – The following applies to students wishing to attend the library during a study hall or Power Hour:
 - Students must have a pass with a valid time to gain entrance after the bell has rung. If a student arrives before or at the bell, no pass is required.
 - All students are expected to swipe in upon arrival and upon leaving the library.
5. **Tardiness to School:** Students who swipe in late to school will be issued a slip that will serve as their pass to proceed immediately to class. Swipe data will be collected to ensure that progressive steps are taken to prevent the student from being tardy to school.
6. **MHS Late Bus Pass** is issued to students staying after school for meetings with teachers, clubs or other school related activity. To get on the bus, students need to have this pass. Late bus passes may be obtained in the main office.

Teachers are encouraged to exercise discretion in issuing passes that remove students from the classroom learning environment.

Power Hour

Power Hour runs from 11:15-12:15 each day, and serves as a support block, lunch time, and break for students. Teachers are assigned to one 30-minute half of Power Hour (A or B), to be available for extra help, make-up work, or other support a student may need. Teachers may also choose to allow students to eat lunch in their room- with the exception of Science and Art rooms, and computer labs.

Teachers are encouraged to invite students to Power Hour for support whenever there is a concern in the classroom. Teachers are also asked to be considerate in requesting students, since other teachers may need to work with the student as well. Also, teachers may offer students the opportunity to serve detention time during Power Hour; however, the teacher should take the time to connect with the student and offer support while he/she is there and not use it for strictly punitive purposes.

Power Hour can also serve as a time for clubs, academies, or other groups in the building to meet. These groups are also asked to be considerate of students' time and need for support as they schedule these meetings. Attendance for these activities during Power Hour cannot be mandatory for students.

For questions about Power Hour assignments, please contact Idelisa Torres.

School Property and Financial Obligations

Every effort should be made by the faculty to impress upon students the proper attitudes on the care of property, and to save unnecessary expense to the school for materials and repairs. Recommended procedures follow:

- Remind any student whom you observe being careless of property in any way, anytime, anywhere on the school grounds of his responsibilities.
- Inspect desks regularly for markings. Students marking equipment, furniture, walls, ceilings, and floors with pen, pencil, or any other instrument will be subject to disciplinary action.
- Inspect equipment and textbooks occasionally, especially if the same books are used throughout the year. Always have all books cleaned and mended before being turned in, charging damages if there is evidence of more than normal wear and tear. Normal wear is considered a depreciation of not more than one grade; excellent to good, good to fair, etc. Price lists may be obtained from the office, the department chairs or department representatives.
- Use reasonable care in the distribution of supplies. Encourage students to deposit waste materials in the proper trash container and/or a recycling bin.
- Report promptly to the office any minor repairs, which can be made to prevent a greater one later on.
- Do not ask students to turn on lights, open windows or operate audiovisual equipment. Students tampering with fire alarms, electrical equipment or creating a safety hazard for other students will be referred to the proper law enforcement personnel.

Typically, damage to property occurs when the teacher is absent from the room. **Teachers are not to leave any room where there are pupils under their supervision except in cases of emergency.** Teachers are reminded that the courts have held that the teacher is guilty of negligence in many cases, which have arisen out of situations developing when a teacher was out of the room where he/she was expected to be a supervisor.

FINANCIAL OBLIGATIONS: Most property provided to students for their educational use, including textbooks, library materials, and Chromebooks will be tracked via a barcode system, and in the event that a student does not return the materials the financial obligation will be tracked in an electronic database (Destiny). In the event that a teacher provides property to a student that is not tracked with a barcode, the following procedure should be followed:

- There is a two-part form for financial obligations incurred by students and this form should be given by the teacher to the student receiving property. This form can be found in the main office.
- The teacher retains possession of the form.
- If the student drops the course or withdraws from school, the guidance counselor, the registrar, or the administrator will direct the student to return all school property to the issuing teacher. When the property is returned in good condition, the sign-out card is returned to the student or destroyed. If the student fails to return the property, **the sign-out card should be submitted, immediately, to the Registrar as a financial obligation.**
- At the end of the first semester, departments may exercise one of two options for students changing teachers:
 - Option 1** - The students return the property to the first semester teacher and are issued that property by the second semester teacher.
 - Option 2** - The students retain the property issued by the first semester teacher who gives the

sign-out card to the second semester teacher. The second semester teacher puts his/her name on the card.

- If lost property is recovered by school staff, it must be turned in to an appropriate staff member in the main office.
- A letter should be sent to all students with financial obligations (missing books/unpaid lab fees/unreturned uniforms/etc.) at the end of the semester/year. Teachers will complete the procedure for financial obligations outlined below. The letters will be mailed and book bills forwarded to the student's administrator by the Departmental leader. Sign-out cards turned in to the assistant principal's office as bills for property lost or damaged will be entered into Destiny and kept on file as proof that the student has accepted issuance of school property.

NOTE: If a student loses or damages books or athletic equipment or abuses school property, he or she will be billed.

The following is the procedure to be used for **Financial Obligations**:

1. The two-part form is separated by the teacher, the **yellow copy** is given to the student's administrator's secretary to enter into the Financial Obligations database for record keeping.
2. The teacher accesses the automated **Financial Obligations Letter** (distributed to all staff members and available on the Common Drive).
3. The teacher needs to enter his/her name, the mailing name and address, and prints the letter.
4. The **white copy** of the two-part form is attached to the letter, the letter is folded and placed into a **window** envelope to display the name and address typed on the letter.
5. Envelopes may be left in the main office for postage and mailing.

Student Identification Cards

Each student will be issued a Manchester High School Photo Identification Card (ID card) and lanyard. ID Cards must be presented for identification purposes to any staff member of MHS upon request. Further, ID cards must be presented to:

- Purchase or obtain student tickets to any MHS dance or prom;
- Be admitted to MHS;
- Utilize the MHS library/media center, obtain books and/or other materials from the library/media center;
- Visit the MHS Health Office;
- Be admitted to Office Detentions, Saturday School, or the Behavioral Intervention Room;
- Utilize school bus services

Students may take a photo of their ID cards and use this in lieu of their physical ID.

ID Cards are the property of MHS and are non-transferable. Unauthorized use or altering of the card in any way, including using another student's card, allowing someone else to use your card, or defacing the card will result in disciplinary action.

Failure to present a valid ID Card to a MHS staff member during school, or at any school event, will result in disciplinary action in accordance with MHS code of conduct.

Because compliance with ID card requirements is considered an integral part of the school's safety policy, if a student forgets to take a photo of his or her ID and or loses the ID, a temporary/replacement ID may be issued and a fee assessed. If the student is unable to pay the fee, the charge will be recorded in Destiny.

Success Chats

At least twice during the course of the school year, teachers will be asked to meet with struggling students and an administrator for Success Chats. Teachers will receive feedback sheets for each student that is below a particular grade cutoff, as determined by administration. These sheets should be completed and returned to the teacher's administrator to determine which students will need to be scheduled for Success Chats.

Administrators will contact teachers with a specific time for their Success Chats, and substitute coverage will be provided for the teacher as necessary. At the meeting, the administrator will facilitate a discussion of the reasons for a student's struggles, what steps have been taken by the teacher and student to try to improve, and develop a plan for improvement moving forward.

Use of Technology

Each student is issued a Google chromebook and is expected to have it charged for class each day. Along with this, students have a Google account, including email and access to various Google products (Docs, Sheets, Slides, Peardeck, etc.) This allows students access to internet resources through the building-wide wi-fi, and the ability for students and teachers to share documents and files easily, from any location that has wi-fi access. This also allows teachers the ability to infuse a variety of websites, applications, and other resources into lessons. Teachers are encouraged to incorporate technology into their lesson as appropriate, and at their comfort level. For more information, ideas, or tips, there are a number of colleagues who are very proficient with technology, or you can seek help from our library media specialists for yourself and/or your PLC or department. See the School Library Media Center section for more information.

The use of students' personal devices in class is determined by teacher discretion. The general guideline is that the devices should be used primarily for educational purposes, and should not provide a distraction to learning for the student or others. The teacher's policy for the use of personal devices should be clearly stated at the beginning of the class and fairly enforced throughout. You can discuss any questions or concerns you may have with instructional coaches or administrators.

Guidance

The Guidance Offices are open to students and teachers before, during and after school. An extensive collection of college and career information is available and may be used during school hours during an unassigned class period. The counselors are available in the Guidance Office before school, during school, and after school for conferences with students as well as their parents. Student conferences with counselors may be initiated by the counselor or by the student or parent, and are usually held during a student's unassigned class periods. Only in cases of emergency, or for a group conference, are students scheduled during class time. If the conference is initiated by the counselor, a conference pass indicating the date and time is sent to the student. A Student Review or Student Assistance Team meeting may be scheduled for students who have social or emotional problems. This review should be requested through the student's administrator.

The guidance program at Manchester High School features the S.T.E.P. process which provides each student with a long-range educational plan. The Student Educational Plan is facilitated by the student's counselor and begins with an annual review for assessment of student needs. As the student progresses through the process he or she is made aware of factors that influence an individual's career goal. Students are encouraged to establish objectives so that counselors may prescribe the appropriate school classes. Counselors will also prescribe a variety of other experiences that will help students in the exploration of their career objectives. These include extracurricular activities, volunteer activities, career development activities, job shadowing experiences, work experiences, and internships. (See Course Catalog)

The counselors act as advisers to the students in their caseload. They help students to make plans for the future; to select the courses to best enable them to carry out their plans; to learn about school and job opportunities; to adjust to situations which they meet at school, at home, at work; and to find the answers to other questions that they may have.

Change of Coursework/Level (Also See Course Catalog)

Generally, during the first two weeks of the course, students, teachers, parents and counselors may work together to rectify scheduling errors only. The counselor can make these changes without the need for the student to complete the MHS Schedule Change Form.

After the first two weeks, a request for level changes can be made by using the level change process, which initially takes place in the form of a discussion between the student and the teacher. Changes to a student schedule, including moving down a level, should be approved by an administrator (See Course Catalog for Procedures).

Movement to a more advanced level may occur at any time within the first semester of the school year through the completion of the MHS Schedule Change Request form. The MHS Change Request Form can be found on the common drive.

Course Selection Guidelines

Teachers are asked to meet with students in January to make recommendations for courses in the next school year. Recommendations are entered through E-school. General guidelines for recommendations can be found in the Course Catalog; however, specific guidelines and considerations may be important in each department. See you Department Leader for any questions about course options and guidelines for each grade and level.

Naviance

Naviance is a college and career readiness online tool that Manchester High School uses in various forms. School Counselors use it to send letters of recommendation, transcripts, and other forms to colleges via EDocs. Teachers use it to upload letters of recommendation. Students, however, are able to use it to access a wide variety of resources such as career planning, resume building, personality tests, college searches, and aid in the college application process.

LETTERS OF RECOMMENDATION: Most colleges now accept Letters of recommendation via EDocs, which can be accessed through Naviance by MHS staff. When looking at a student account, there are tabs at the top, one of which is labeled EDocs – this is the tab that teachers will use most often, as that is where letters of recommendation can be uploaded (Similar process to uploading documents into an email). Teachers will use EDocs to upload letters and complete “Common App teacher evaluation” forms which are required along with the letter of recommendation for Common App Schools. The School Counseling Department will use Naviance for this, as well as uploading transcripts, report cards, and other reports and forms required by colleges. It is the School Counseling Department’s responsibility to send everything to colleges through Naviance once teachers and counselors have uploaded necessary documents.

All educators at MHS have a Naviance account, which will be created for them by David Stetson or Denise Batista. Once a staff member is added to Naviance, an automated email will be sent to that staff member with their login information. To access your account, go to [Naviance.com](https://www.naviance.com), click on Sign In (top right), click on School & District Sign In and enter the following information:

Account: ManchesterHS

Username: (beginning of email address)

Password: (Sent in email, then changed by staff member)

It is recommended you save any emails sent from Naviance, so that you can refer back to them in case you lose your password. If for some reason you do not remember your password, you can email Denise Batista to have it re-sent to you.

If you have difficulty logging on or have questions about anything within Naviance, contact Denise Batista at dbatista@manchesterct.gov or stop by her office in room 108.

Homebound Instruction/Tutoring

Homebound instruction is not intended for short absences. State guidelines indicate that homebound instruction cannot be considered for absences of less than three weeks (15 or more school days). However, when it is known that the student will be required to be absent more than three weeks due to illness, hospitalization, surgery, or an accident, then homebound instruction may begin as soon as the attending physician recommends the tutoring.

The following procedures are important to be used for homebound instruction:

1. All homebound requests must be approved by the Director of Pupil Services. Parents who request homebound instruction should be directed to their student's counselor. The physician indicates the reason for homebound instruction, anticipated date of return to school, and returns the form to the school counselor, who forwards it for submission to the Director of Pupil Services.
2. The Homebound Instruction Coordinator will send notices to all teachers before or when the homebound instruction has been approved. Teachers should not report attendance when a student is placed on home-bound instruction. Swipe and E-School attendance will be taken care of by the attendance secretary in these cases.
3. Tutors will be obtained for the courses recommended by the counselor. The classroom teacher will be contacted first, and if not interested, outside tutors will be contacted.
4. Unless a special situation exists, the following policy will be followed by tutors of homebound students in terms of course content, testing, and grading for homebound instruction:
 - a. The teacher will submit work to the Homebound Instructor within 2 days; unless tutoring themselves.
 - b. The student's teacher is responsible for the materials and lessons for the student as well as correcting and assigning a grade for the work completed. In the event of an expulsion, the Curriculum & Instructional Leader or Department Representative will be responsible for materials, lessons, and grading.
 - c. The teacher should enter the student's grade using E-School. In the event of an expulsion, grades should be submitted to the registrar for posting on the transcript.
5. Students will be notified of their responsibilities during the homebound period.

In order to successfully transition students back into the classroom, it is expected that work will be assigned and completed on schedule, mirroring the classroom as closely as possible.

Testing For Guidance Purposes

Manchester schools maintain a comprehensive testing program, the results of which furnish data useful to teachers and guidance counselors. The results of these tests are recorded in the student's permanent record, which is maintained in the Registrar's Office. Students entering from Manchester Public Schools have been given the Stanford Achievement Test with grade equivalents and percentiles recorded in reading, vocabulary, arithmetic, and language, spelling and average achievement in all tests. Students have also been given the Otis-Lennon Mental Ability, and aptitude and interest tests on a voluntary basis. The SAT, Otis-Lennon test,

CAPT results, and other standardized testing results are recorded on the permanent record. See the Student Parent Handbook for more MHS Testing Information.

School Library Media Center

The high school library is located on the second floor above the high school office. It is open from 7:00 a.m. until 3:00 p.m., on Monday through Friday, on days school is in session.

Teachers wishing to use the library during class periods must sign up with Amy Spellman or Pat Obue. Teachers who bring their classes to the library have first access to the library resources. All other students will have access on a first come, first serve basis.

Students who have Chromebook issues should come to the library during Power Hour. During Power Hour students can check devices into sickbay, pick up or return loaners and have IT staff / librarians troubleshoot issues.

Available Services

The Library Media Specialists provide a number of services to staff and students. For more information or to request any support or services contact Pamela Fontaine, Rachel Discko, or Loretta Sullivan to discuss your needs and make arrangements.

- Collaboration-research, lesson-planning, tech integration, and more. We are happy to help in any way we can! We can schedule services individually or come to a PLC, depending on your needs.
- Direct instruction of technology (ie., website evaluation), co-teaching and mini lessons.
- Project template creation and support (to ease student use of different programs).
- Chromebook support (troubleshooting, repair, and integration into instruction).
- Preparation of mobile book carts for use in classrooms (ie., research projects on countries, authors, etc.).
- Website access: post links to teacher websites, update contact information.
- Professional collection of resources and online databases.

Library Rules for Students:

- Students may check out library books (up to five at a time) for a period of four weeks and renew if needed.
- The Library does not charge overdue fees for books. However, any library or textbook not returned will be automatically marked as lost. The fee for a lost book is the cost to replace the book.
- Students may come to the library during free periods, Power Hour, study halls, or with the specific permission of a teacher.
- Students must have a pass with a valid time to gain entrance after the bell. If a student arrives before the bell, no pass is required.
- All students are expected to SWIPE in upon arrival and SWIPE out upon leaving the library.
- The library does not allow food and drinks of any kind.
- Disruptive behavior in the library or inability to follow library rules may lead to loss of library privilege for the day, for a two week period, or a direct referral to administration. Loss of privileges means the student will not be permitted into the library during Power Hour or free periods. However, he or she may come to the library to print and check out or return books. In addition, the student will be permitted to come to the library with a teacher during an academic class as well as before school and after school.

Special Education Program

Services Provided

Services provided are determined by the students' Individual Education Plan (IEP). These services may include: specially designed instruction, remediation, vocational/transitional instruction, speech and language intervention, school based counseling, occupational therapy, and physical therapy.

Educational Program

A program of academic instruction is provided based on student need. The academic program may be self-contained classes, functional academic classes, a Learning Center class with individualized instruction, and/or a combination of classes in the regular curriculum with appropriate supports.

Placement in Special Education

Students are determined eligible for Special Education through the Planning and Placement Team (PPT) process. At the PPT, the student's academic and behavioral progress is assessed through teacher and counselor reports, individually designed and administered testing, and parent observations. If a determination is made that the student is in need of specially designed instruction, an appropriate program is designed by the Team.

Planning and Placement Team (PPT)

When requested, teachers must attend a student PPT and a substitute teacher will be made available to cover classes as needed. Teachers must fill out a written report on the student; this report will be read at the PPT and will become part of the PPT record. At the PPT, an Individualized Education Program (IEP) is developed for students identified to receive Special Education services.

Teachers will be notified early in the school year of any students assigned to their classes who are receiving Special Education services. The Special Education staff will also make personal contact with these teachers to offer suggestions for the classroom, determine what help can be given in the Learning Center and, in general, set a climate of cooperation for the good of the student. The Special Education staff will periodically contact the regular staff (in person or in writing) for a progress report. Questions regarding an identified student should be directed to the student's Case Manager, which is indicated on the student's schedule in Eschool.

Section 504 – Related Service

A Section 504 plan develops accommodations made for a student with documented health issues under the Rehabilitation Act of 1973. When requested, teachers must attend a student 504 meeting and a substitute teacher will be made available to cover classes as needed. Teachers must fill out a written report on the student; this report will be read at the 504 meeting and will become part of the 504 record.

Teachers will be notified early in the school year of any students assigned to their classes who are receiving 504 services, and the accommodations that will be necessary under the plan. The student's counselor serves as the case manager for 504 students, so any questions about the plan should be forwarded to the counselor.

APPENDICES

**STAFF HANDBOOK
2015-16**

Appendix A – Copyright Laws and Guidelines

Teachers often ask whether they are violating copyright laws when they photocopy materials for use in their classrooms. The answer depends upon several factors including: 1) the copyright status of the work which they are copying; 2) the amount of material which they are copying; 3) the nature of the work; 4) whose idea it was to copy; and 5) the effect of their copying on the market for the copyrighted work.

To begin with, if a work is no longer protected by copyright, it is said to be in the "public domain". When a work is in the public domain, the world has free access to it and an individual has unrestricted freedom to copy as much of the work as he/she desires and to make an infinite number of copies. For works which are created prior to January 1, 1978, determining the duration of copyright protection can be complex and it is advisable to investigate the copyright expiration date for such a work before copying amounts beyond the limits established by the Guidelines set forth below. For works which were created after January 1, 1978, in general, copyright protection lasts for the life of the author plus fifty years.

However, Section 107 of the U.S. Copyright Act provides that some copying for teaching purposes, within certain limits, may be permitted as "fair use". Specifically, 107 provides that,

In determining whether the use made of work in any particular case is a fair use the factors to be considered shall include:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted word as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The House Report, issued in conjunction with the U.S. Copyright Act, sets forth specific Guidelines which describe the parameters of fair use of copyrighted materials in the classroom under 107. These Guidelines are as follows.

I. Single Copying for Teachers.

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. A chapter from a book;
- b. An article from a periodical or newspaper;
- c. A short story, short essay or short poem, whether or not from a collected work.

d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

II. Multiple Copies for Classroom Use.

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- a. The copying meets the test of brevity and spontaneity as defined below; and, b. Meets the cumulative effect test as defined below, and, c. Each copy includes a notice of copyright.

DEFINITIONS

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(iii) the inspiration and decision to use the work and the moment of its use for maximum

teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are being made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals]

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include

workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

- (C) Copying shall not: (a) substitute for the purchase of books, publishers' reprints or periodicals; (b) be directed by higher authority; (c) be repeated with respect to the same item by the same teacher from term to term.
- (D) No charge shall be made to the student beyond the actual cost of the photocopying.

Educators should bear in mind that these are only guidelines. Therefore, there may be instances where copying which does not fall within the guidelines stated above may nonetheless be permitted under the criteria of fair use.

Furthermore, as was noted above, it is possible, especially in the case of a work which is very old, that it is in the public domain and consequently no longer protected by copyright.

Copyright is a fundamental principal of American law established in our Constitution. It protects the creative expressions of authors, artists, and musicians. Educators themselves often assume the role of author, artist or musician. Thus, by being sensitive to and respecting the copyright interests of others when copying materials for classroom use, educators will, in effect, advance their own interests and the interests of the educational process.

Guidelines for Video Taping

1. Off Air Taping

A videotape of a broadcast television program (television programs transmitted by television stations for reception by the general public without charge) made at home by a school teacher, media director, etc., for use in classrooms as permitted by the Guidelines for Off-Air Recording, enjoys no greater privilege than if it were made at the institution itself. This means the retention periods remains limited to 45 days and use in the classroom restricted to the first ten consecutive school days following the date of recording.

The teacher using his or his own tape should consider the following warning before taking the tape home again for personal use. Freely allowing tapes made at home to come into the classroom - without establishing a policy to control usage and retention period is without question opening up this area to abuse and potential liability.

The guidelines themselves indicate that an institution that tapes off-air must "establish appropriate control procedures to maintain the integrity of these guidelines". One opportunity for abuse is when a teacher or other school person takes a tape to their home only to bring it back to the school the next semester. Primary to establishing "appropriate control" is the keeping of a log and the labeling of cassettes.

2. **Videotaping Students**

When requested to videotape students in classroom situations, the following guidelines will prevail:

Special Education Classes: Written parental permission must be obtained before any taping can be done for any purpose.

Regular Classes: If the videotape is to remain in Manchester High School, parents should be notified in writing of the taping with the provision that if they have any questions they can call the school.

If the videotape is to be used for any purpose outside of Manchester High School (i.e., conferences, State Ed Department, Colleges) written parental permission must be obtained before the taping.

Regular Classes: If the videotape is to remain in Manchester High School, parents should be notified in writing of the taping with the provision that if they have any questions they can call the school.

Appendix B – Procedures for Emergencies and Evacuation of Building

In the event of an emergency, teachers should use the speed dial from a wall phone to call the main office and calmly report concerns. In the event of a medical concern, teachers may call the nurse's office directly.

EVACUATION PROCEDURE:

Safety and evacuation procedures are outlined in the following document, a copy of which will be posted in all classrooms and designated parts of the building along with a laminated building map with instructions for evacuation (evacuation route and exit door for) will be placed in all rooms in the building. All teachers should thoroughly familiarize themselves and their students with evacuation rules and procedures at the beginning of each semester.

Summary of Information:

- **Leaving the classroom:** The moment the fire signal starts ringing, the class should stand, and the teacher should lead the class out the proper door. Teachers should lock the classroom door upon exiting. Care should be taken that the students leave the room in an orderly fashion, without crowding or pushing. Students should exit the building in an orderly fashion.
- **All Staff** must leave the building during an evacuation (including drills).
- **EMERGENCY EVACUATION OF WHEELCHAIR STUDENTS:** Students who use wheelchairs require additional attention by teachers during fire drills and building evacuations. Teachers with wheelchair students must stay with the student to insure the safety and mobility of the student in an emergency situation. If a classroom aide or other "adult in authority" is available to assist the wheelchair student the teacher should stay with the remainder of the class. Teachers who must leave their class to assist wheelchair students must notify the teacher in an adjacent classroom who will assume responsibility for the rest of the class exiting the building. For classes on the first floor, students should use the designated exit for classroom. Teachers should survey the designated classroom exit and determine the feasibility of wheelchair use. If the designated exit is unusable, the teacher should select the nearest accessible exit and assist the student as required. If you have students in your class with any physical disabilities, please review exits as soon as possible after this first class.

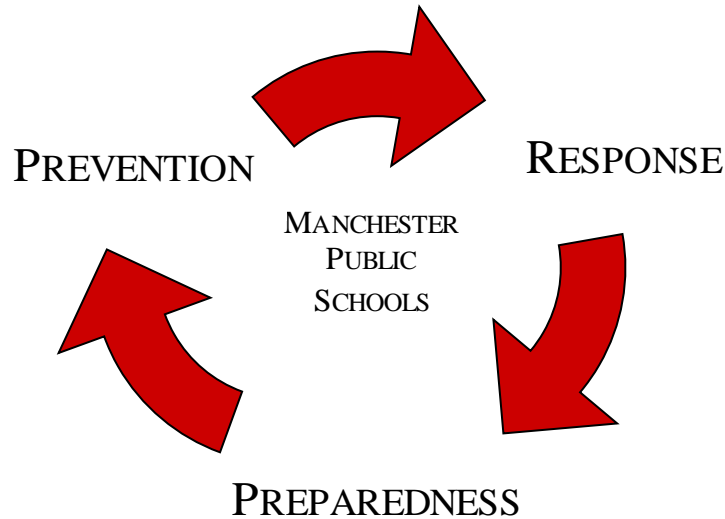
Students on the second floor in the main building should report to the nearest Area of Refuge- either Stairwell #1 (Near Room 203) or Stairwell #2 (Near Room 229). Staff on site will contact the main office by radio. Students on the second floor in the Freshman Center should report to Stairwell #19 near room 282 as the Area of Refuge. In case Stairwell #19 is blocked, students should report to Stairwell #20 near Room 295. Staff on site will contact the main office by intercom system. Fire department personnel will execute additional evacuation procedures from Areas of Refuge.

- The Elevators **MUST** not be used. Fire department personnel will execute additional evacuation procedures from Areas of Refuge.

EMERGENCY PROCEDURES

FOR

MANCHESTER HIGH SCHOOL



In The Event of an Emergency:

Staff will hear: _____ Name _____, *"I am on site, I am in command."*

Staff should be prepared to follow any of the following commands:

Fire Drill / Alarm



1. Bring **Class Roster**
2. Bring **Emergency Kit**
3. Medication – Remind students to bring inhalers
4. **Follow Emergency Evacuation Routes**
5. Bring **cell phone** [cell phone use is prohibited unless otherwise directed]
6. Have **ID** on & visible
7. Once outside **take attendance**
8. If there is a medical emergency:
 - Find someone with a radio to contact emergency personnel

Nurses are located at:
Flag Pole
Athletic Evacuation Area [ticket booth]
9. Wait for further instructions

RADIO PROTOCOL: REMAIN CALM / KEEP TRANSMISSIONS SHORT AND TO THE POINT! / DON'T SCREAM

Evacuation of Building / Campus



Follow same procedure as a Fire Drill / Alarm

Building evacuation site: **Illing Middle School – 227 East Middle Turnpike**

- East Middle Turnpike to Cafeteria
- Brookfield Street to Large Gym
- Brookfield Parking Lot to Large Gym
- Summit Street to Small Gym

Athletic Fields walk toward

- East Center Street then to
- Wadsworth Street then to
- Benton Street towards Illing

Hard Lockdown [Intruder in the Building]



1. Gather students [students should report to the nearest classroom]
2. Lock Doors & Close Windows [leave outside window shades up]
3. Have students move out of sight of the inside door.
4. Cover classroom door windows [if students are unable to get out of sight]
5. Shut off lights
6. **REMAIN QUIET!**
7. Athletic Fields / playground go to the tennis courts
8. **If the fire alarm is activated: Do not evacuate the building, remain in the classroom**
9. **UNLESS:** you see fire, smell smoke, or are directed to evacuate by Site Commander / Police or Fire personnel / security

Secure the School - [medical emergency or police/fire activity outside the building]



[AKA – SOFT LOCKDOWN]

1. Clear the halls immediately students are to report to assigned classrooms
2. No one is allowed in or out of the school / classroom [can be modified by police as needed]
3. Continue with regular instructional plans
4. If the fire alarm is activated follow the procedure for fire drill and evacuations.
5. Telephone use is for emergencies ONLY.
6. Stay away from all doors and windows.
7. Wait for further instructions

Get Back Inside – [AKA – REVERSE LOCKDOWN]



1. Outside classes immediately report back inside
2. May result in a Secure the School

Shelter in Place [weather related emergency, power failure]

Remain in the classroom – do not allow students to leave until you hear directly from any of the following:



- Administrator
- Building Security Staff
- Police Department
- Fire Department

Emergency Communications Center

The communications center for all emergency situations will be located in the Main Office. The following people will report to this area:

Principal:	Jill Krieger
School Resource Safety Officer:	James Bairos, Patrick Walsh, Nick Reinert
Director of Guidance:	Dave Stetson
Head Custodian:	Ed Tryon
School Nurse:	Nancy Cagna

Decisions concerning actions to be taken and/or deployment of staff will be made by MHS administrators from the communications center. The Town Fire Department and Police Department will be notified as soon as any emergency begins and they will report to the school's communication center in order to assist with the emergency.

Roles to be filled from among staff in the Communications Center:

Operations Supervisor- Building Principal

Planning Coordinator- Manchester Police Department/Manchester Fire Department

Response in the Aftermath of an Emergency

Once the various school and community response teams have dealt with the initial emergency situation, there may be a need for additional aftermath support teams and/or actions. The building principal may authorize the activation of the following district services:

Alternate sites for students & staff:

Location: Illing Middle School (may be used as an Offsite location for parents, if the incident warrants relocation); District School Safety Office, if available.

Medical Emergency Team(s) Coordination Leader: School nurse

MHS, District and Manchester Memorial Hospital Crisis Intervention Teams: The team members consist of: Building Principal, Social Worker, Psychologist, Nurse and Director of Guidance

Media and Police Relations Leaders: Building Principal, or designee



Teacher Module Instructions

Step 1: go to www.swipek12.com and enter your username and password at the top of the page. **FIRST TIME USERS-** your password is “swipe” (lower case; without quotation marks). **Please change password asap.**

Step 2: On the left side of the screen, click on the appropriate class. Your student roster will load and display promptly. Students who scanned will appear as Present to Class. The daily notes section to the right of the student provides scan time and other relevant information about each student including class cuts for the day, suspensions, and early release info. Compare the Swipe attendance with the actual attendance in the room and make changes as needed. Click the “**Submit Attendance**” button when finished, *even if you didn't make any changes*. **NOTE:** Click refresh to pull the latest data from the server.

The screenshot shows the SWIPE Teacher Module interface. At the top, there are tabs for Teacher, Admin, Setup, Prizes, and Reports. The Teacher tab is selected. Below the tabs, there's a section for Teacher information (BARANOWSKI, CARROLL [52588]) and a Class selection dropdown. The Class dropdown is open, showing options like Per 1A(Y) - A. ALGEBRA 1, Per 1B(Y) - B. MATH ASSISTANC, and HR(3-4) - AB, Homeroom Multi-level. Below the class selection, there's a "Reported Cuts" section with a "View: Last 5 days" dropdown. A table shows a class cut for 1/21/2011 for Wintering, Kaitin. To the right, there's a "Refresh Data" button and a "Submit Attendance" button. A red arrow points to the "Refresh Data" button with the callout: "Refresh Screen to see latest info". Another red arrow points to the "Submit Attendance" button. Below the class cut table, there's a "Use this drop down to:" section with a list: "View Daily Attendance", "Add A Note", and "Add a detention (optional)". A red arrow points to the "Class Cut" dropdown menu with the callout: "Use drop down To report class cuts Or class lateness". A red arrow points to the "Class Cut" dropdown menu with the callout: "Click Red X to remove a class cut (or detention)".

Teacher: BARANOWSKI, CARROLL [52588]

Class: Per 1A(Y) - A. ALGEBRA 1

Reported Cuts

View: Last 5 days

1/21/2011 Wintering, Kaitin Per 2B(Y)

Refresh Data

Submit Attendance

Mark All Present

Class Cut

Present To Class

Present : 08:34 AM recorded by: 1572_swipe2

Use this drop down to:

- View Daily Attendance
- Add A Note
- Add a detention (optional)

Click Red X to remove a class cut (or detention)

Use drop down To report class cuts Or class lateness

Refresh Screen to see latest info

MHS Teachers' Guide to Swipe (revised 8/2015)

HOW DO I TAKE ATTENDANCE? Every student who has swiped into the building that morning will be marked as “present to class.” If they are in class on time, make no changes. If anyone who is marked as “present” is *not in class*, first check the “notes window” to the right of the student’s name to see if the student is in another office like the nurse, or guidance, or if they are on a field trip, or have been released. Then please select from the following teacher drop-down options:

- **TU - Tardy Unexcused:** for a student who comes into class after the bell rings with no legitimate excuse.
- **TE - Tardy Excused:** for a student who arrives with a pass or a legitimate excuse.
- **FT - Field Trip:** for a student who has ‘swiped out’ on a field trip (and was listed in an email that should have been sent to you prior to the trip).
- **AE – Absence Excused:** for a student who was in the school that day but is not in school during your class for a valid reason (for example, the student has swiped into the media center (with permission), the nurses’ office, etc. – or was dismissed early by the nurse or the Attendance Office).
- **SR – School related:** this is like an “excused absence” for a student who is in the building but you know isn’t cutting class (for example, they are testing or are in ISS or are participating in an authorized activity here at the school).
- **AU – Class cut:** for a student who should be in your class but is missing for no apparent reason. Please note that when you mark AU –Class Cut, the student will be assigned an extended detention, which is accompanied by a phone call home by administration, etc.

WHAT IF A STUDENT DOES NOT SWIPE IN? You will know they did not swipe in because the student will appear as “absent” on the screen and they will have no swipe in data in the box to the right of their name. *Please do not change the student’s status from “absent” (do not mark them present yourself)* – instead, please send the student to the nearest Swipe machine – the cafeteria lobby, the main office lobby or the Freshmen Center lobby. *If the class is over and the student has already left, please email Jim Farrell and Kathie Smith for corrections.*

WHAT IF A STUDENT SHOWS UP LATE TO CLASS? If a student comes into class after the bell rings, they should be marked “TU Tardy Unexcused”. Of course, if they have a pass and a legitimate reason to be late, please change their attendance to “TE Tardy Excused”. *If they arrive after the class is half over, they should be marked “AE Absent Excused” or “AU Class Cut” as appropriate.*

WHEN DO I TAKE ATTENDANCE? Teachers are expected to review attendance and hit the “submit attendance” button before the end of their class. There are a few exceptions to this rule (for example, PE teachers because they don’t have immediate computer access) – but even they should submit attendance as soon as possible.

WHAT IF I MARKED A STUDENT AS “CUTTING CLASS” AND THEY SHOW UP A BIT LATER WITH A LEGITIMATE EXCUSE? First, ‘erase’ the cut by *clicking on the red X*. That will allow you to choose from the options listed above. Teachers can modify the attendance at any time for a student.

WHAT IF A STUDENT SHOWS UP AFTER I SUBMIT ATTENDANCE? Again, teachers can modify the attendance at any time for a student. So if a student comes into class late and either has, or does not have an excuse, their attendance should be updated appropriately. Also, if a student is called out from the class before it is over, their attendance should be updated as needed.

DO I HAVE TO SUBMIT THOSE CHANGES DURING CLASS? No, but the sooner the better. If necessary you can make changes at the end of class or even at the end of the day. You can even use the calendar function to modify a previous day’s attendance – just be sure *to hit the “Submit” button* to record those changes and *to change the date back to the current day* before entering other class attendances.

WHAT HAPPENS WHEN A STUDENT IS LATE TO SCHOOL? Students who swipe in after 7:30 will receive a late pass right at the swipe station, which they should hand you when they come to class. They should be marked “TU Tardy Unexcused” unless it indicates otherwise. If they arrive after 8:00 (which means they missed at least half the class), they should be marked as class cut (unless the pass says that their tardiness has been excused).

WHAT HAPPENS WHEN A STUDENT FORGETS OR LOSES THEIR ID? They still have to swipe in, using a temporary ID (which costs them \$1) or permanent (\$5). The temporary ID is good only on the day it is printed but students need to protect it in case they need to swipe at the library or other offices.

WHAT ARE ALERTS? Alerts are messages that are automatically printed out for certain students during the morning swipe in. For example, if a student cut your class on Monday, they will automatically get an alert when they swipe in on Tuesday morning that notifies them about their consequences.

WHAT HAPPENS WHEN I AM OUT AND HAVE A SUBSTITUTE? The substitute will take attendance on hard copy and turn these sheets into the Attendance Office by the end of the period. ***Teachers are welcome to go back in the calendar and review the prior day’s attendance and make any necessary corrections.***

WHAT ELSE? Any student who swipes into the media center, etc., at the start of a study hall but does not swipe out should be marked as cutting – so please make sure all students are aware of their responsibility to swipe in AND out.

Any questions... please contact Kathryn Smith (Attendance Office Room 120, x73518).

Appendix D – Substitute Resources: Kelly Staffing



KAST SchoolReference Guide

Kelly Educational Staffing Absence and Scheduling Team (KAST)

1.866.KELLY.98

(1.866.535.5998)

Refer to this guide to understand when to contact KAST and when to contact your local Kelly® office. *Remember, calling KAST or the Local Branch should always be secondary to you entering the absence directly into KASS (the Kelly Automated Scheduling System) ... KASS is the primary source of entering absences.*

Contact KAST at 1.866.KELLY.98:

To request support in logging absences in the Kelly Automated Scheduling System (KASS) for the following non-routine situations:

- Same-day absences after the absence cut-off time (specific to each school and established by your administrators)

- Absences exceeding five consecutive days

- For absences that are complex, such as itinerant teachers who travel between schools throughout the course of the school day

- If you have not been issued an ID or PIN and cannot gain access to KASS

- If you do not receive a confirmation number after you enter an absence in KASS

- Special requests for a substitute by name & specific requests for substitute employees will be honored when possible-but cannot be guaranteed-please allow a minimum of two days advance notice

- To notify Kelly about cancellations; extensions; or modifications to existing absences (including absence reason changes, and/or classroom switches)

- (School Administrators) To inquire about status of last minute assignments, or late arriving substitutes

- (School Administrators) To report any school cancellations (e.g., snow days, building issues)

Contact your local Kelly office at 860.674.1710 or toll free at 800.535.5934

- To provide performance feedback on substitute employees

- To update your substitute preferred or excluded list

- (School Administrators) To add a school employee to KASS or update existing employee information

- To update school location information in KASS

- (School Administrators) For invoicing/billing questions

- To report any incidents involving a Kelly substitute employee

- For assistance with KASS reporting requests

- To refer new substitute employee applicants to Kelly

E-mail all non-urgent support requests to KAST at **KESSCHEDULE@kellyservices.com**.

What is KAST?

KAST (also referred to as The Scheduling Team) is your dedicated, central resource for all scheduling activities that occur outside of the normal, standard Kelly Automated Scheduling System (KASS) processes. This enhancement will centralize the manual order creation, fulfillment and other scheduling activities.

How is KAST Different than KASS?

KAST does NOT replace KASS. KAST is a support center that works in conjunction to support the technology web-based system of KASS. Think of KAST as the human support for the technological system of KASS.

When should I contact KAST?

You should use the Kelly Automated Scheduling System (KASS) for creating absences and scheduling activities. KASS should be your primary source for creating absences. However, contact KAST for any absence or scheduling activities that happen outside of the standard KASS process, such as assistance with logging absences after the absence cut-off time (for same-day requests), absences exceeding 5 consecutive days, and special requests for substitutes by name. You will also contact KAST directly (verses your local Kelly Branch) to notify them about any absence cancellations or updates, and to obtain support on KASS functionality. For a more comprehensive list of reasons to contact KAST, refer to administration

How do I contact the Kelly Educational Staffing Absence & Scheduling Team (KAST)?

You can contact KAST toll-free at 866-KELLY-98 (1-866-535-5998). Send any non-urgent questions/requests via e-mail to KAST at KESSCHEDULE@kellyservices.com.

When will KAST representatives be available?

The KAST center is open from 5:00A.M. EST to 8 P.M. EST Monday through Friday. The KAST voicemail is available to you to leave messages outside of their normal work hours.

Who will contact the school to confirm any last-minute substitute employee assignments or provide updates regarding unfilled classrooms?

A KAST representative will contact appropriate school representatives to confirm last-minute scheduling assignments and/or to provide updates regarding unfilled classrooms.

Will KAST representatives assist me with a specific substitute employee request?

Yes. KAST representatives will accept (but cannot guarantee) substitute employee requests by name, however you must provide a minimum of 48 hours advance notice. If there is less than 48 hours' notice, KAST will fill the absence with another qualified and available substitute employee.

When should I contact my local Kelly branch?

Contact your local Kelly branch to provide substitute employee performance feedback, to report any incidents, and to update your school's preferred substitute or excluded lists. Your local Kelly branch will also assist you with all billing/invoicing questions, reporting requests, and updates to KASS school or employee data. Your local Kelly Branch will also work directly with you to identify qualified long term substitutes to fulfill those needs. For a more comprehensive list of reasons to contact your local Kelly branch, refer to your KAST Reference Guide.

What should I do if I need to log a same-day absence request and the absent employee has not been entered into KASS, or the absent employee's information needs to be updated?

A KAST representative can assist you with entering/updating the absent employee's information in KASS and logging the absence.

What happens if I need to provide important substitute employee performance feedback or report an incident and my local Kelly branch is not open?

Although your Kelly Branch will be the primary contact for these reasons, should you need to report such matters outside of the local Branch's normal working day, a KAST representative can gather the necessary information from you (and may take any appropriate action regarding substitute employee follow-up) and then relay the information to your local Kelly branch.

Can my local Kelly branch assist me with scheduling activities?

While your local Kelly branch will always be available to you as a resource to discuss any concerns, questions, or requests you may have, KAST has been established to provide you with dedicated support for scheduling activities. KAST will manage all scheduling activities. Refer to your KAST Reference Guide for a more comprehensive list of when to contact KAST and when to contact your local Kelly branch.

Appendix E - Field Trip Information

Field Trips

The scheduling of school trips presents a serious responsibility to all staff and students. A trip should be planned because of its relationship to classroom work. The purpose of a field trip is to expand student thinking in a unit/course they are studying. Field trips may only be planned to occur on days not blocked out in the master calendar. In planning a field trip the following must be considered and adhered to or approval for the trip may be denied:

1. For all field trips teachers must complete a Field Trip Application Form and packet. The packet includes the following forms:
 - a. Field Trip Application Form
 - b. Trip Request Form (bus quote and confirmation)
 - c. Field Trip Itinerary Summary
 - d. Field Trip Financial Expense Summary
 - e. Field Trip Check Request Form

In order to complete these forms, you will need to determine and include the following information:

- Destination, date of trip
- Educational purpose, objective of trip
- Method of transportation: bus or adult driven vehicles (student drivers are not permitted)
- Financing- including whether payment will be needed the day of the trip and what the source(s) of funding will be
- Itinerary: places to be visited and times (including shows, restaurants, lodging information)
- Names of chaperones
- Potential names and number of pupils attending

2. For single day field trips, the following time table should be followed (these are minimum suggested times):

5 weeks in advance	Consult with department head and complete field trip forms packet
4 weeks in advance	Submit the packet to your department head for signature and submission to Lisa Miner for approval from administration. The administration must approve the request before the students are made aware of the proposed trip.
2 weeks in advance	<ul style="list-style-type: none">• A list of anticipated participating students, alphabetical by grade must be submitted to the school nurse for review.• A list of anticipated participating students must be emailed to the faculty and staff.• Issue each student a field trip permission slip form. These must be signed by a parent, teachers, and school administration and returned to you prior to (not the day of) the trip. No student may go on a field trip unless this form has been filled out.

3. Requests for a field trip of more than one day must be submitted to the principal at least 2 months before the day of departure, as they require the approval of the Superintendent of Schools. All requests for trips outside the United States must be submitted to the Principal and Superintendent at least four school months prior to the planned departure. Extended field trips which take place while school is in session will be limited to a maximum of three regular school days. Refer to Board Policy 6153 for more detailed instructions.

4. Field trips will not be allowed after June 1st without special permission of the principal. Field trips should not be scheduled on holidays. Please check the ethnic holiday calendar in this handbook (p. 16).
5. All student field trips that require public solicitation of funds shall require Board approval prior to any fundraising by involved students or others on their behalf. In addition, any such fundraising activities must comply with the provisions of the Board Policy concerning fundraising activities and any administrative regulations implementing such Board Policy.
6. Students should swipe out of the building if leaving during the school day. Field Trips leaving before 8am should leave from the East Middle Turnpike entrance. Trips leaving after 8am should leave from the Freshman Center entrance.
7. Impress upon all students that a field trip is considered an extension of school and the school day. All rules and regulations that apply to students while they are in school or on school property will apply for the entire duration of the field trip.
8. The use of alcoholic beverages and/or drugs by students and adults while participating in a Board of Education sponsored field trip is expressly forbidden. Those persons violating this regulation will be subject to disciplinary action in accordance with policy 5144. The Board requires that all chaperones accompanying class trips receive a copy of this policy with administrative guidelines and are made aware of its provisions prior to departure.
9. The sponsor of the trip should make every effort to arrange for the payment of children who would find such an expense a hardship. This should be done unobtrusively so as not to embarrass the child involved.

Students who are on suspension may not be allowed to go on field trips.

Any teacher organizing a field trip should plan to have one adult for every ten students as a chaperone. Parents should be contacted to volunteer for these field trips and in cases where it is not possible to get enough parents, the field trip should be cancelled. Unless teachers are taking their entire class, they are generally not permitted to act as chaperones for another teacher.

In case of accidents or significant incidents on field trips, the building principal is to be notified immediately. Other incidents should also be reported as soon as possible. Failure to adhere to established procedures may lead to denial of field trip(s).

Reference: [Board Policy 6153](#).

Field Trip Blackout Dates

Field trip blackout dates can be found by enabling the “MHS Field Trips” Google calendar. If you do not have this calendar, please contact Lisa Miner for access.

Approved Forms and Vendors for Field Trips

When planning a field trip, only buses from companies that have been approved by the Manchester Board of Education can be used to transport MBOE students.

COMPANY	LOCATION	TELEPHONE	VEHICLES
First Student	Manchester	860-643-2373	School Buses
First Student	Brookfield	203-775-3301	School Buses
First Student	Brooklyn	860-779-1256	School Buses
First Student	Ellington	860-875-6675	School Buses
First Student	Lebanon	860-642-4949	School Buses
First Student	Somers	860-749-7957	School Buses
First Student	Tolland	860-875-6378	School Buses
First Student	Vernon	860-875-2826	School Buses
Other approved bus companies:			
Durham School Services	Rocky Hill	860-513-1508	School Buses
Constitution	Bolton	860-646-0363	Coaches
Post Road Stages	South Windsor	860-644-1531	Coaches
Rukstela Charter Service	Eastford/Brooklyn	860-974-7068	School buses

Approved forms can be found



Field Trip Transportation Quote Request Form

Fax: 860-643-6912

School: _____ Today's Date: _____

Contact: _____ Phone /Fax: _____ Trip Date _____ Trip

Destination: _____

Pick up Time: _____ Return to School: _____

of Students: _____ # of Chaperones: _____ (prior to scheduling trip, please confirm availability of return time)

Must Be Provided At Time of Submission

PAID BY: SSA _____ PTA _____ P.O.# _____

~~CELL 1 for Summer on Trip~~ _____

Destination Charge: _____

Hours Charge: _____ Total Per Bus: _____

#Of Buses: _____

Total: _____

To Book This Trip, You ***MUST SIGN & RETURN*** Quoted Form

Quoted Prices Are Based On Information Supplied. First Student is not responsible for trips that exceed scheduled times. Additional charges will apply for late returns. Cancellation Notice Must Be Made 24 Hours In Advance To Avoid A Cancellation Fee. School Booking Trip Are Responsible For Charges Unless Prior Arrangements Are Made

NOT BEING AT EVENT PICK UP POINT AT SPECIFIED TIME MAY RESULT IN BUS LEAVING!

Appendix F – Non-Discrimination Title IX Statement

MANCHESTER PUBLIC SCHOOLS

NON-DISCRIMINATION NOTICE

Manchester Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Manchester Public Schools does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Manchester Public Schools is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. Inquiries regarding Manchester Public Schools nondiscrimination policies and practices should be directed to:

Terri Smith, Human Resources Specialist/Title IX Coordinator
Manchester Public Schools
45 North School Street
Manchester, CT 06042
860-647-3595
Fax: 860-647-3327

or

Linda Hodgkins, Coordinator of School Health Services
Section 504 Co-Coordinator
Manchester Public Schools
45 North School Street
Manchester, CT 06042
860-647-3324

Title IX Notice

Title IX is a federal law which states: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

Terri Smith, Human Resources Specialist/Title IX Coordinator
Manchester Public Schools
45 North School Street
Manchester, CT 06042
860-647-3595
Fax: 860-647-3327

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the school district and coordinating the institution's compliance with Title IX in all areas covered by implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination.

Appendix G - Personnel/Harassment

PERSONNEL

4013

SEXUAL HARASSMENT AND SEX DISCRIMINATION IN THE WORKPLACE

Statement

It is the policy of the Manchester Public Schools to maintain a working environment free from sex discrimination, sexual harassment, insults or intimidation on the basis of an employee's sex or inclusion in a protected class. Verbal or physical conduct by a supervisor or co-worker related to an employee's sex, which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities, is prohibited. The school district will provide staff development for new district administrators and will publish its policy and grievance procedures to employees in an effort to maintain an environment free of sex discrimination and sexual harassment.

Sex Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Sexual Harassment

Sexual Harassment is a form of sex discrimination. Sexual harassment includes any unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature; and
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by an employee should be reported immediately to the Title IX Coordinator, the Superintendent of Schools or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure.

Retaliation against any employee for complaining about sexual harassment is prohibited under this policy and is illegal under state and federal law. Violations of this policy, including this anti-retaliation provision, will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sexual or other forms of harassment may also be subject to civil and criminal penalties.

Legal References: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR § 106, *et seq.*
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Connecticut General Statutes § 46a-60 Discriminatory employment practices prohibited.
Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.

Adopted: 3/23/87
Revised: 6/8/92
Revised: 7/12/93
Revised: 4/22/08
Revised: 1/25/10
Revised: 11/13/13

Complaint Procedures Sex Discrimination and Sexual Harassment

Complaint Procedure

It is the expressed policy of the Manchester Public Schools to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the Region Office of the Connecticut Commission on Human Rights and Opportunities. The regional CHRO office can be found by accessing <http://www.state.ct.us/chro/index.html> and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Title IX Coordinator

The Title IX Coordinator for the Manchester Board of Education is Ms. Terri Smith, MBA, Human Resources Specialist, whose office is located at the Manchester Board of Education office at 45 North School St. and whose telephone number is 860-647-3595.

If there is reasonable cause to believe that sexual harassment or sexual discrimination has occurred, the Superintendent will take all reasonable actions to ensure that the harassment and discrimination cease. Actions taken in response to sexual harassment may include reassignment, transfer, or disciplinary action up to and including termination of employment. Nothing in this regulation will be deemed to override applicable provisions of any collective bargaining agreement between the Board and an employee bargaining unit.

COMPLAINT FORM

REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT

Name of the complainant _____

Home Address of complainant _____
(Number and Street) (City/Town) (Zip Code)

Home telephone of complainant _____ Cell phone _____

Date of the complaint _____
(Month/Day/Year)

Date of the alleged discrimination/harassment_____ (Month/Day/Year)

Name(s) of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment:

Appendix H – MHS Code of Conduct

MANCHESTER HIGH SCHOOL CODE OF CONDUCT (revised 7-22-14)

Conduct	Definition	1 st Offense	2 nd Offense	3 rd Offense
Alcohol and Drugs A. Use/ Under the influence B. Possession C. Distribution	A. under the influence of an intoxicant of any kind. B. The possession of any drug, drug paraphernalia, alcoholic beverage, or other illegal substance. C. The distribution of any drug, alcoholic beverage, or illegal substance	A. 3 Days in - school, parental notification; substance abuse prevention referral B. Up to 10 days out of school suspension. Police notification C. Up to 10 days out of school suspension. Police notification. Recommended expulsion.	A. 5 days in - school, parental notification B. 10 days out of school suspension. Police notification. Superintendent hearing. Recommended expulsion.	A. 5 days in - school, parental notification B. 10 days out of school suspension. Police notification. Superintendent hearing. Recommended expulsion.
Assault	A physical act causing harm to any person	5 days out of school suspension. Police notification; Referral to counseling	10 days out of school suspension. Police notification. Expulsion hearing.	10 days out of school suspension. Police notification. Expulsion hearing
Bullying / Harassment	Overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student	Conference with admin.; 1 day in-school suspension; Parental notification; Referral to Anger Management At the discretion of the administrator, additional consequences may apply.	Up to 3 days in - school suspension. At the discretion of the administrator, additional consequences may apply.	Up to 5 days in - school suspension. At the discretion of the administrator, additional consequences may apply.
Class Cut	Unauthorized absence from class. Leaving class without permission.	Saturday Detention 0 for work missed	1 day in - school suspension. 0 for work missed	2 days in - school suspension. 0 for work missed
Computer – improper usage	Engaging in any activity on the computer for reasons other than those given by a teacher for educational purposes.	Loss of internet access for 3 to 5 days	Extended Detention Loss of internet access for 5 to 10 days	Saturday School Loss of internet access for remainder of the school year.
Defiance of authority	Failing to comply with a proper and authorized direction or instruction of a staff member, including requests to display ID or report to office.	Saturday detention.	1 to 3 days in - school suspension. Parent conference.	3 to 5 days in - school suspension. Principal hearing.
Detention – failure to serve	A. Failure to serve detention assigned by teacher B. Failure to serve extended detention C. Failure to serve Saturday detention	A. Extended Detention B. Saturday Detention C. 1 day In School Suspension	A. Extended Detention B. Saturday Detention C. 1 day In School Suspension	A. Extended Detention B. Saturday Detention C. 1 day In School Suspension
Disrespect towards staff	Written , verbal or non-verbal abuse directed at a staff member	A. Saturday detention. B. 1 to 3 days in - school suspension. C. 5 days in - school suspension.	A. Saturday detention. B. 1 to 3 days in - school suspension. C. 5 day in - school suspension. Referral to School Counseling – Anger Management	A. 1 to 3 days in school detention. B. 5 days in school suspension. C. 10 days in school suspension. Parental Meeting Referral to School Counseling
Disruptive behavior	A student shall not engage in conduct that disrupts the educational process or interferes with teaching or learning.	Saturday Detention. At the discretion of the administrator, serious disruption may result in suspension.	Saturday detention. At the discretion of the administrator, serious disruption may result in suspension.	2 days in – school suspension. At the discretion of the administrator, serious disruption may result in suspension.
Dress code violation	See dress code posters and/or student-parent handbook for specific information.	Student required to change.	Parental notification. Student required to change. Saturday detention	Parental notification. Student required to change. 1 day in - school suspension
Endangering health and safety of self and/or others.	Conduct as determined by an administrator which causes a serious threat of danger to the physical well-being of himself/herself or others.	1 to 5 day in - school suspension. Parental notification	5 to 10 day in - school suspension. At the discretion of the administrator, additional consequences may apply	10 day in - school suspension. At the discretion of the administrator, additional consequences may apply
Fighting	Involves the exchange of mutual, physical contact, such as pushing, shoving, hitting, or punching, with or without injury.	Up to 10 days out of school suspension. Police notification.	5 to 10 days out of school suspension. Police notification.	10 days out of school suspension. Police notification.
Forgery Misrepresentation Cheating A. Altering notes or official documents B. Cheating	Altering official documents for the purposes of misrepresentation. An individual's use or the attempt to use	Saturday detention. Parental notification Zero for academic work.	1 to 3 days in - school suspension. Parental notification Zero for academic work	3 to 5 days in - school suspension. Parental notification Zero for academic work

C. Plagiarism	another person's identity, signature, academic work or research as if his/her own.			Principal hearing.
Leaving school building and/or grounds without authorization		Saturday detention.	Saturday Detention plus 1 day in - school suspension.	Saturday Detention plus 2 days in - school suspension.
Profanity / Vulgarity / Racial Slurs A. Obscene or derogatory language, gestures or writing B. Spitting C. Indecent exposure	Profane, obscene or abusive language (written or spoken) or gesture which constitutes insubordination or disruption of an activity.	A. Saturday detention B.C. 5 days in - school suspension. Parental notification	A. 1 day in - school suspension. B.C. 10 days in - school suspension. Parental notification Principal hearing.	2 days in - school suspension. B.C. 10 days in - school suspension. Parental notification Superintendent hearing.
Theft / Possession of Stolen Property	Taking property belonging to the school, individual, or group without permission. Having in one's possession property obtained without permission of owner.	5 days in - school suspension. Restitution. Police notification.	7 days in - school suspension. Restitution; Parental notification Police notification.	10 days in - school suspension. Restitution; Parental notification Police notification. Superintendent hearing.
Threatening	The act of threatening (verbal, written, physical) to strike, attack or harm any person in school or at any school sponsored or supervised activity.	5 to 10 days in school suspension. Parental notification Referral to School Counseling - Anger Mgt Police notification	Up to 10 days in school suspension. Parental notification Referral to Guidance - Anger Mgt Police notification.	10 days out-of-school suspension. Police notification. Recommended expulsion hearing.
Tobacco Products / Use or Possession	Possession or use of any tobacco product on school property and at all school related events and activities at all times.	Saturday detention. Police notification for possible fine. Recommend Smoking Cessation program.	1 day in school suspension. Police notification Recommend Smoking Cessation program.	5 day in school suspension. Police notification; Recommend Smoking Cessation program.
Unauthorized Occupancy	Unauthorized occupancy of any area of a building, school grounds and/or other buildings or areas used for school purpose.	Detention	Saturday Detention	Saturday Detention
Vandalism A. Minor B. Major	Maliciously and intentionally causing damage to school property or the property of others. Includes situations in which minor damage can be repaired or replaced at no cost to the school.	A. Saturday Detention. Restitution. B. Up to 10 days in - school suspension. Restitution. Police notification.	A. 1 to 3 days in - school suspension. Restitution. B. Up to 10 days out of school suspension. Police notification. Recommended expulsion.	See second offense.
Weapons and Dangerous Instruments including firearms whether loaded or unloaded, whether functional or not	A student shall not possess or use any weapon or any implement that can be deemed to be a weapon including guns, pistols, pellet guns, knives, razor blades, live ammunitions, fireworks, explosive devises, metal knuckles, clubs and any other dangerous object	10 days out of school suspension. Superintendent notified immediately; Police notification; Hearing with the Superintendent; Student may be expelled; Note: Inadvertent possession of pocket knives or pen knives or similar type knives (with one or more blades that fold into the handle with blade(s) less than 4 inches in length) must be immediately reported to a staff member once discovered by the student. The student will then be brought to the building administrator for an informal hearing, and consequences will be applied at the discretion of the administrator.	10 days out of school suspension. Superintendent notified immediately; Police notification; Hearing with the Superintendent; Superintendent moves to BOE hearing to determine expulsion.	10 days out of school suspension. Superintendent notified immediately; Police notification; Hearing with the Superintendent; Superintendent moves to BOE hearing to determine expulsion.
Willful Disobedience of Reasonable School Rules	Habitual violation of school rules.	Up to 10 days out of school suspension.	Up to 10 days out of school suspension. Principal hearing.	Up to 10 days out of school suspension. Superintendent hearing.

Manchester High School Floor Plan

1st Floor

BROOKFIELD STREET PARKING LOT

2 HC (wall) + 3 HC (fence)
6 + 11 Reg (wall) + 12 (fence)
161 Regular (standard rows)

IOH Pool
Rec Pool
Entrance

WEIGHT
ROOM

ATHLETIC
DIRECTOR'S
OFFICE

G-47

AED



SECURITY &
COPY CENTER

MEN'S LOCKER ROOMS

CLARKE
ARENA

ATHLETIC
TRAINER'S
OFFICE

WOMEN'S LOCKER ROOMS

AED



BENTLEY ALTERNATIVE EDUCATION

CAFETERIA

SCHOOL
STORE

STUDENT
ACTIVITIES

SECURITY
OFFICE &
SRO SRGT.
OFFICE

WORLD LANGUAGE
LAB

FCS DEPT OFFICE

FAMILY CONSUMER SCIENCE/BIO HALL

MANCHESTER
TELEVISION
STUDIO

ASST. PRIN.
OFFICE &
FRESHMEN
CENTER
OFFICE SUITE

BUSINESS DEPT
OFFICE

HEAD OF
GUIDANCE &
REGISTRAR

STUDENT SUPPORT

ATTENDANCE (120)

ASSIST.
PRIN.

NURSE

MAIN

ASSISTANT
PRINCIPAL
OFFICE

SCHOOL RESOURCE
OFFICER

BAILEY
AUDITORIUM

ENTRANCE

CHORAL
ROOM

AED



BAND ROOM

EAST MIDDLE TURNPIKE PARKING LOT

1+5 HC 5 (2hr) 2 (SRO) 10 Visitor
27 Regular

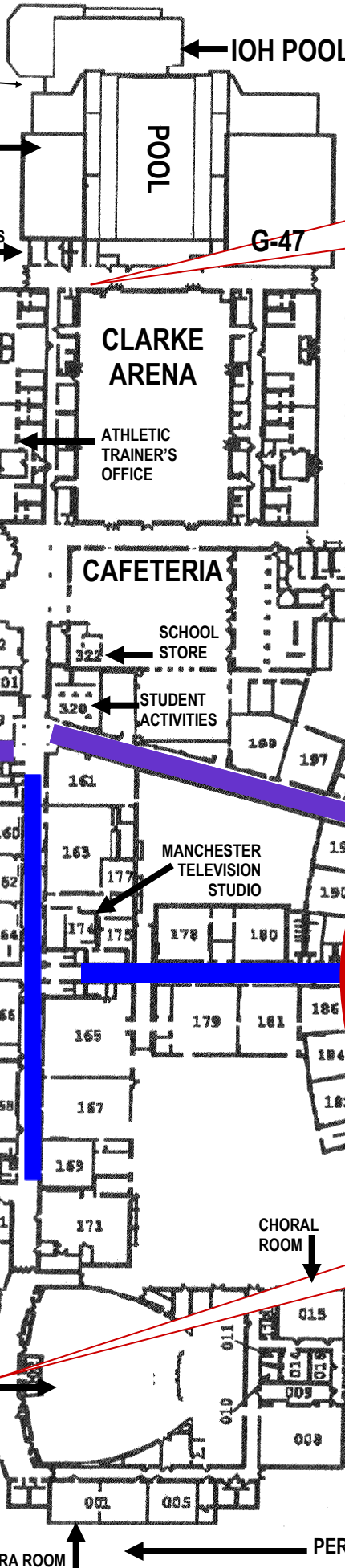
ORCHESTRA ROOM

PERFORMING ARTS WING

BUS DROP OFF & SUMMIT STREET PARKING LOT
9 HC 170 Regular (standard rows)

WORLD LANGUAGE &
BUSINESS HALLWAY

TECH ED/ART HALLWAY



Manchester High School Floor Plan

2nd Floor

